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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; word puzzles and other puzzles; art and art appreciation activities; language arts activities; bulletin board ideas; self-awareness activities; facts and activities about plants; rules for skill games; mathematics activities; and a list of birthdays of famous people born in March. Several of the activities are related to St. Patrick's Day. (DC)

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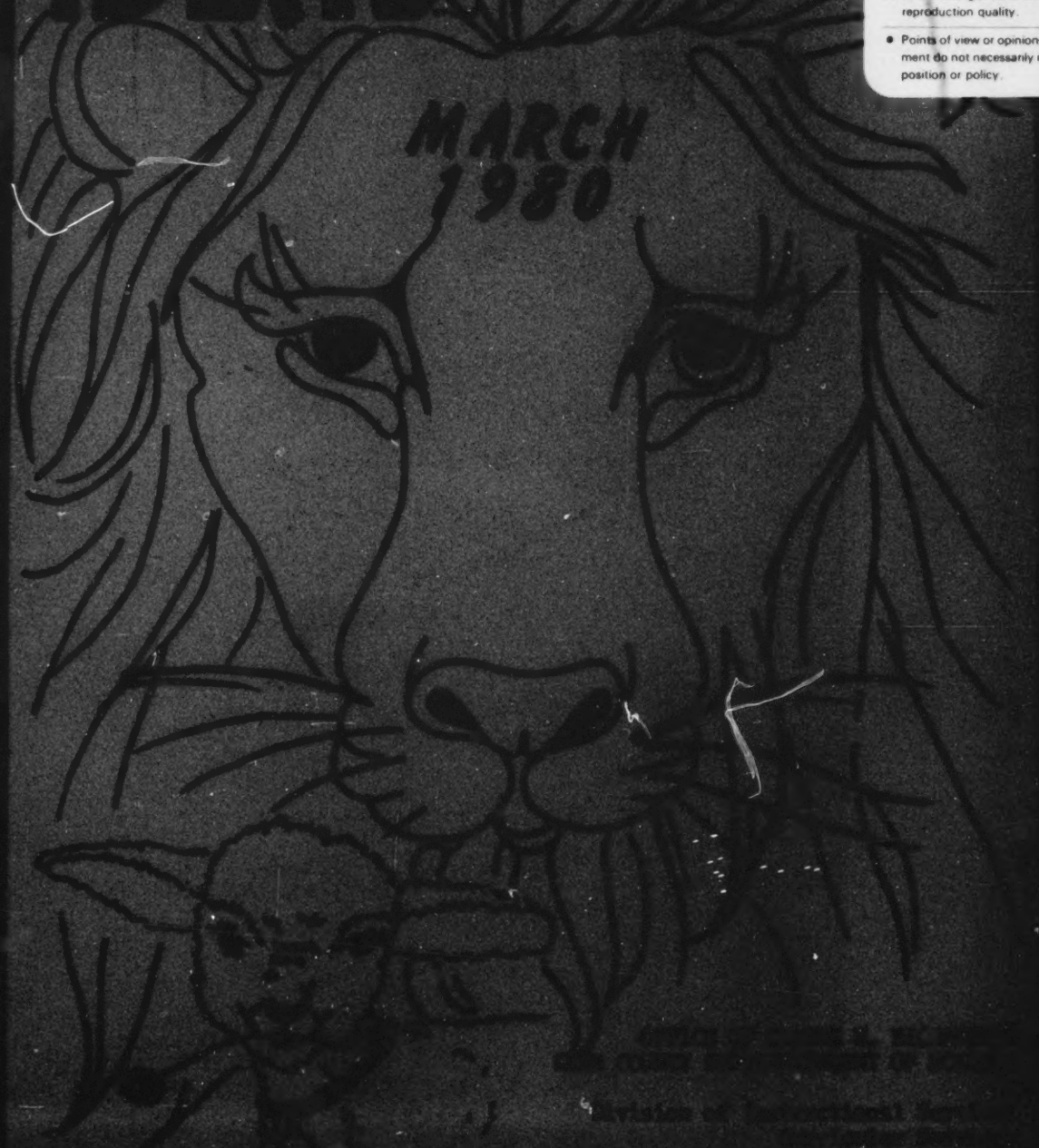
CLASSROOM IDEAS

MARCH 1980



CALENDAR

DATE	EVENT
1-6	K-6 ART DISPLAY AT VALLEY PLAZA FOR NATIONAL YOUTH ART WEEK
5	ART INSERVICE FOR PRE-SCHOOL TEACHERS
4	CAL STATE ORCHESTRA CONCERT: DORE THEATER 8:00 P.M.
6	MUSIC FESTIVAL: HARVEY AUDITORIUM 9:00 A.M.
8	JAZZ JAM: DORE THEATER, 8:00 P.M.
11	CART MEETING: 9:00 - 12:00
12	ART INSERVICE: DELANO YA MEETING: GUILD HOUSE, 11:30 A.M. BETSI GRADUATION FOR SMALL SCHOOLS: COUNTY OFFICE
13	ART INSERVICE: STANDARD SCHOOL JAZZ ENSEMBLE CONCERT: O'NEIL AUDITORIUM 7:30 P.M. BETSI GRADUATION: MCKEE SCHOOL, 3:30 - 4:30 P.M.
15	BETSI GRADUATION: TEHACHAPI HIGH SCHOOL, 9:00 - 12:00
16	CAL STATE WOOD ENSEMBLE: DORE THEATER
17	CERAMICS AND SOFT DOUGH WORKSHOP: BEARDSLEY
18	CERAMICS AND SOFT DOUGH WORKSHOP: EL TEJON
20	SPRING PLAY: LITTLE THEATER, 7:30 P.M.
21	THE ACTING COMPANY: DORE THEATER, 8:00 P.M.
22	HONOR FESTIVAL: CIVIC AUDITORIUM, 8:00 P.M.
23	MASTER WORKS CHORALE: CIVIC AUDITORIUM, 3:30 P.M.
25	BATIK ART INSERVICE WORKSHOP: LAS FLORES
27	ORAL LANGUAGE FESTIVAL: CAL-STATE BAKERSFIELD
29	CAL STATE MADRIGAL CONCERT: DORE THEATER, 8:00 P.M. ALL STATE HONOR BAND: STOCKTON, CALIFORNIA, ALL DAY
31	EASTER VACATION

COMPILED BY:
CURRICULAR SERVICES

ADDITIONAL COPIES ARE AVAILABLE. THEY MAY BE PICKED UP AT THE INSTRUCTIONAL RESOURCES CENTER, 5801 SUNDALE AVE., BAKERSFIELD, CA. AT A COST OF $1.50 PER ISSUE.

POEMS

ST. PATRICK'S DAY

Oh, my mother isn't Irish,
And my father isn't too,
But today I feel as Irish
As the really Irish do,
For today I wear a shamrock
That is very green and gay,
And though I'm mostly Yankee,
I'm Irish - for today!

-Aileen Fisher

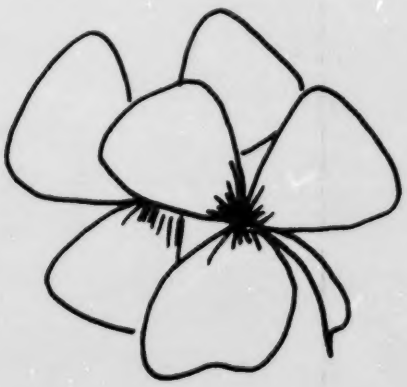
BIRDIES

Up, up in the sky
The little birds fly.
Down, down in the nest
The little birds rest.
With a wing on the left
And a wing on the right,
The dear little birdies
Sleep all through the night.

THE CREEPING MOUSE

Here comes a mouse creeping, creeping, creeping.
Here comes a mouse nibbling, nibbling, nibbling.
Now the mouse is sleeping, sleeping, sleeping.
Here comes a big gray cat creeping, creeping, creeping.
Slowly creeping, slowly creeping until "He's got him!"

(Move fingers in a creeping manner using right hand, putting one finger in front of other slowly. Move fingers in a nibbling manner using right hand. Bring thumb of left hand creeping up as a cat. Jump thumb at mouse which is sleeping - Thumb of right hand is curled up under fingers of right hand as sleeping mouse.)



THE GRASSHOPPER

Funny little grasshopper,
Hop, hop, hop!
I would like to catch you,
So stop, stop, stop!

FIND A WORD

S H A M R O C K G I

L E G E N D S S R R

U X O W I N D S E I

C O L H C R A M E S

K O D O B M A L N H

X A D N Y Y A W X D

X O I K O A N W U X

O F A C O I W O O N

X L L O A X L S U N

L E P R E C H A U N

WORD LIST:

WIND
RAIN
SHAMROCK
IRISH
ELF
LEPRECHAUN
GOLD
LEGEND
GREEN
LUCK
CLOUD
ROCK
PLAID
LION
LAMB
MARCH

ABC DOT TO DOT

RAINY DAY MAZE

FIND YOUR WAY THROUGH THE MAZE, THEN COLOR ALL THE PRETTY SHAPES.

COLORING CODE

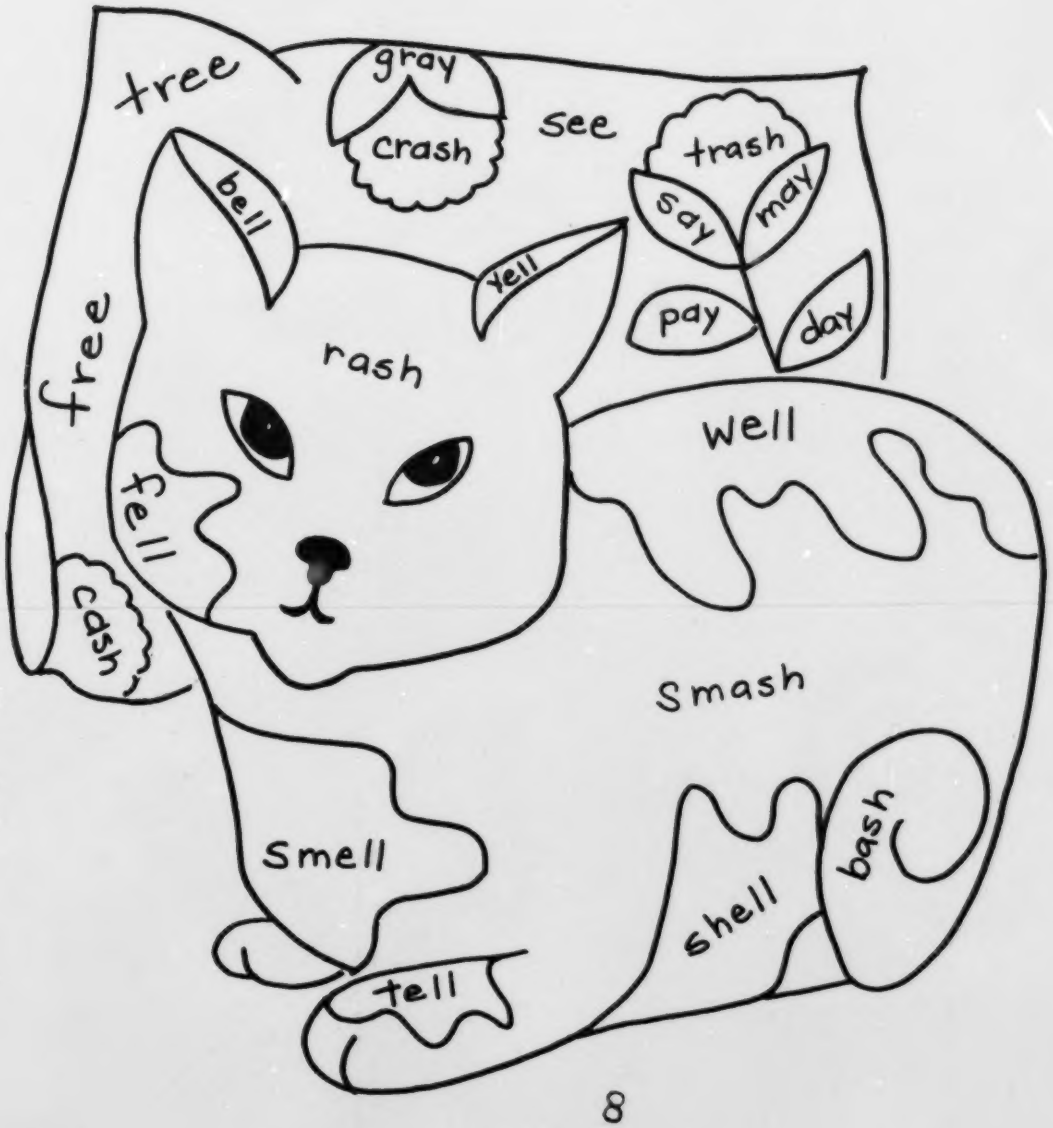
green—ay

brown—ell

blue—ee

yellow—ash

DIRECTIONS: COLOR THE WORDS ACCORDING TO THE ABOVE WORD CODE.



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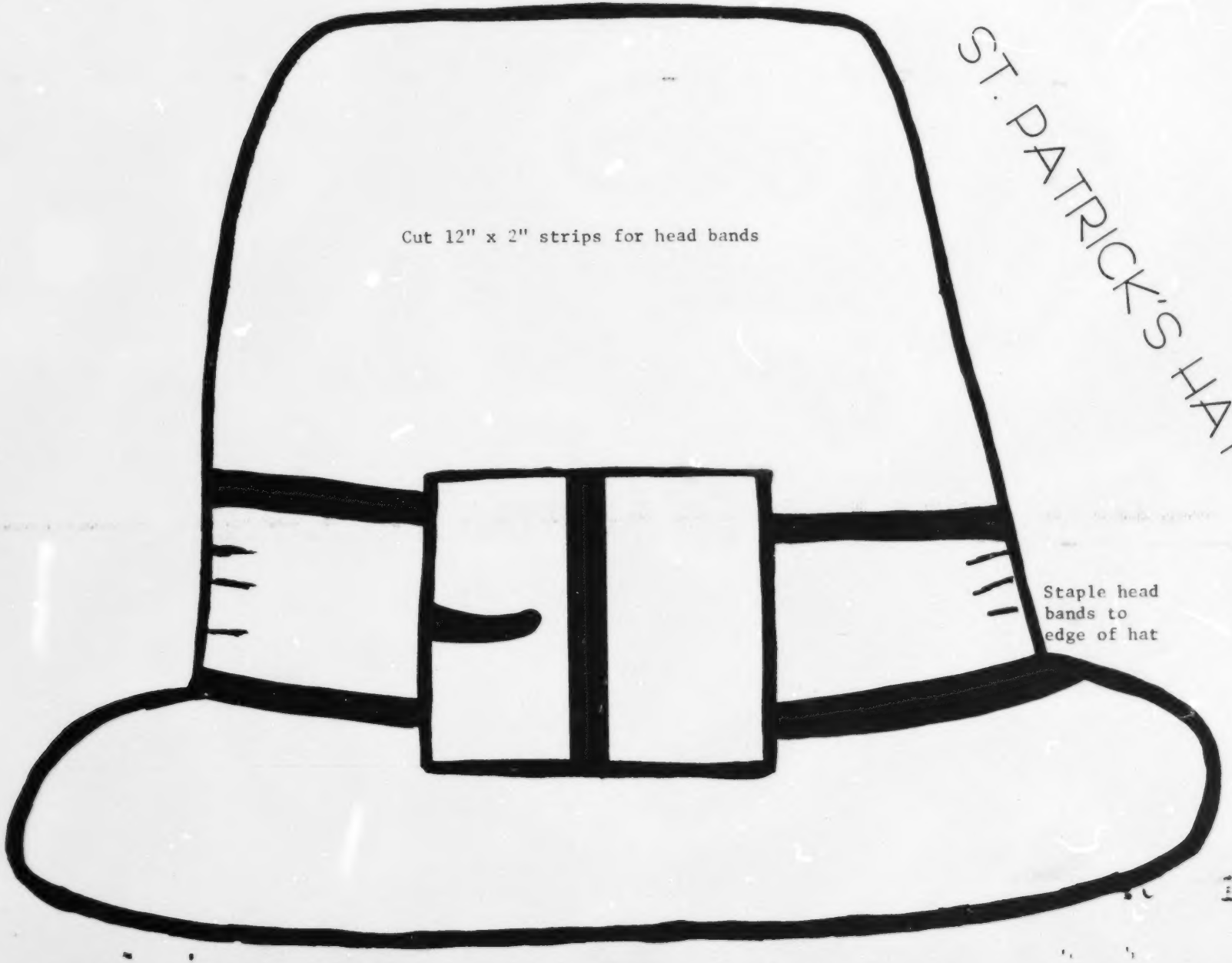
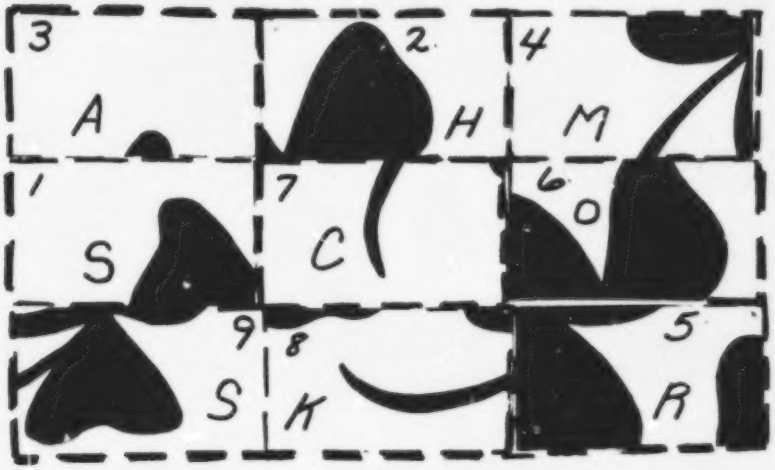
ST. PATRICK'S HAT



ART PUZZLE

DIRECTIONS: Have students color the bottom graph according to the numbered squares on the top graph. When the squares have been completed a picture will appear. Have them put the letters in the numbered blanks and the name of the picture will be answered.



1= 2= 3= 4= 5= 6= 7= 8= 9=

HOW MANY WORDS CAN YOU MAKE FROM

LEPRECHAUN?

HOW MANY WORDS CAN YOU MAKE FROM ST. PATRICK'S DAY?

Creative Writing

DIRECTIONS: Students can finish these sentences with their own story. They may then share the stories with others in the class. How many different ideas can be found from the student's writings?

1. My friend's cat came into my room and

2. The neighbor's cat always

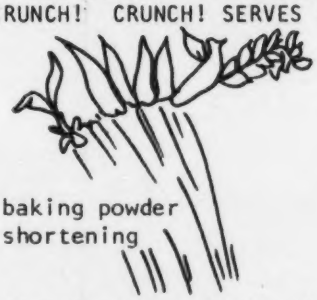
3. One day my cat found a ball of string and

ABC Cooking

S IS FOR STUFFED CELERY

40 g cream cheese
1 stalk celery
10 g sunflower seeds

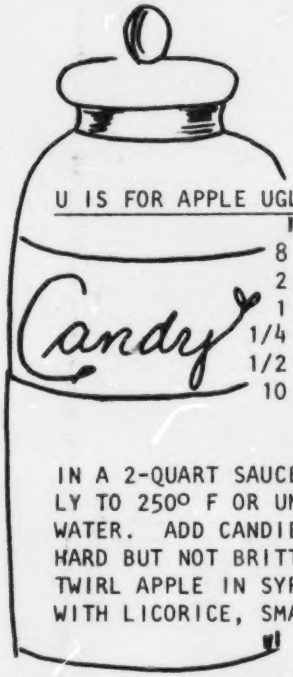
MIX CREAM CHEESE AND SUNFLOWER SEEDS IN A SMALL BOWL. CUT CELERY STALK IN HALF. SPREAD MIXTURE ON THE CELERY. CRUNCH! CRUNCH! SERVES 2.



T IS FOR TORTILLAS

135 g flour
1 g salt
3 g baking powder
3 g shortening
Warm Water

MIX INGREDIENTS WITH ENOUGH WARM WATER TO MAKE A STIFF DOUGH. (WE USED ABOUT 75 ML.) KNEAD UNTIL SMOOTH. DIVIDE INTO BALLS THE SIZE OF A SMALL EGG OR PING PONG BALL. ROLL OUT INTO THIN FLAT CIRCLES. BROWN ON BOTH SIDES ON A HOT DRY GRIDDLE. SERVE WITH BUTTER. MAKES 6.



U IS FOR APPLE UGLIES

8 red apples, sticks inserted
2 C sugar
1 C Karo light corn syrup
1/4 C Red cinnamon candies
1/2 C Water
10 Drops red food coloring

IN A 2-QUART SAUCEPAN, MIX SUGAR, KARO AND WATER. BOIL, STIRRING CONSTANTLY TO 250° F OR UNTIL DROPS OF SYRUP FORM HARD, YET PLASTIC BALLS IN COLD WATER. ADD CANDIES AND COOK TO 285° F, OR UNTIL DROPS OF SYRUP SEPARATE INTO HARD BUT NOT BRITTLE THREADS IN COLD WATER. REMOVE, STIR IN FOOD COLORING. TWIRL APPLE IN SYRUP. REMOVE, LET EXCESS DRIP OFF, THEN TWIRL. DECORATE WITH LICORICE, SMALL CANDIES, MARSHMALLOWS AND GUM DROPS. "GLUE" WITH KARO.

JOHNNY APPLESEED

JOHNNY APPLESEED WAS BORN JOHN CHAPMAN ON SEPTEMBER 26, 1774, IN LEOMINSTER, MASSACHUSSETTS. HE DIED MARCH 11, 1847.

(CAN YOU FIND MASSACHUSSETTS ON A MAP? CAN YOU FIND LEOMINSTER? HOW FAR AWAY IS IT FROM WHERE YOU LIVE?)

HE HELPED THE PIONEERS PLANT APPLE TREES IN THE MID-WESTERN UNITED STATES WHEN IT WAS FIRST BEING SETTLED BY PIONEERS.

(DO YOU KNOW WHAT PART OF AMERICA IS THE MID-WEST? CAN YOU FIND IT ON A MAP?)

A LONG TIME AGO THERE WERE NO CITIES OR FARMS IN THE MID-WEST. IT WAS JUST WILDERNESS AND FOREST.

JOHNNY APPLESEED HELPED THE PIONEERS PLANT APPLETREES AND ORCHARDS OF APPLETREES IN THEIR NEW HOMES.

AT FIRST HE SOLD THE SMALL TREES AND SEEDS TO THE PIONEERS, BUT LATER ON HE GAVE THEM AWAY.

WHEN HE DIED, PEOPLE BEGAN TALKING ABOUT THE WONDERFUL MAN NAMED JOHN, WHO HELPED THEM PLANT APPLE TREES. THAT'S HOW THE LEGEND OF JOHNNY APPLESEED GOT STARTED.

WHAT A TREAT IT WAS FOR THOSE SETTLERS TO SEE A BEAUTIFUL APPLE TREE BLOSSOM IN THE SPRING.

(HAVE YOU EVER SEEN AN APPLE TREE BLOSSOM? WHAT COLOR ARE THE PRETTY BLOSSOMS? DO THE FLOWERS SMELL SWEET?)

THE FLOWERS WILL BECOME THE FRUIT. THE FRUIT TASTES SWEET. THE SETTLERS MUST HAVE ENJOYED EATING THE DELICIOUS FRUIT FROM THE APPLE TREES.

(WHEN YOU EAT AN APPLE HOW DOES IT TASTE? DO DIFFERENT COLORED APPLES TASTE DIFFERENTLY? TRY A GREEN TART APPLE, THEN TASTE A DELICIOUS (RED) APPLE AND NOTE THE DIFFERENCE IN TASTE AND COLOR?)

THE SETTLERS COULD MAKE MANY THINGS FROM THE APPLES THEY GREW. THEY COULD MAKE APPLE JUICE, APPLE CIDER, APPLE JELLY, APPLE BUTTER, AND USE THEM FOR BAKING.

(FIND A RECIPE FOR APPLE BUTTER, AND NOTE THE CHANGE IN COLOR AND THE SWEET TASTE.)

REMEMBER THE STORY OF "JOHNNY APPLESEED" IS A LEGEND, BUT LIKE ALL LEGENDS IT IS BASED ON A REAL PERSON. JOHN CHAPMAN HELPED MAKE THE SETTLING OF AMERICA A LITTLE EASIER, BY GIVING THE SETTLERS SEEDS TO GROW THE DELICIOUS APPLES.

FOR A FILM ON JOHNNY APPLESEED CHECK WITH THE INSTRUCTIONAL RESOURCES CENTER, KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVE.

LEONARD THE LION

Leonard was a circus lion. Everyone loved his act at the circus because Leonard was so gay and cheerful. But everyone was sad one spring day, because Leonard sat down in his cage and would not smile.

He would just open his large mouth and say, "LIIIIIII." (Children place tongue behind upper teeth and make the sound continuously.)

Everyone tried to find out what was wrong with Leonard. The elephant was his special friend and he could always make Leonard laugh, but try as hard as he might, the elephant could not get one chuckle. Leonard just said, "LIIIIIIIII," very sadly.

The trainer tried all the tricks he knew to make Leonard laugh, but he failed, too. Nothing worked. Leonard just said, "LIIIIIII," sadly - so sadly. Sammy Seal strutted along with a ball on his nose, thinking this would make Leonard laugh, but Leonard only said, "LIIIIIII," so sadly.

People stayed at home and would not come to the circus anymore because they did not like to see such a sad lion.

Finally, the manager of the circus told the trainer that if he could make Leonard laugh, he would give him a big raise in salary. The trainer tried but of course he had no luck until he thought of ---! Well, he thought of the lollipop man who went around selling lollipops to the children.

The lollipop man offered Leonard a big red lollipop, and right then and there Leonard stopped saying, "LIIIIIIII," and said, "LOOK, LOOK, LOOK!"

The lollipop man said, "Have a nice lick. Lick the lollipop, Leonard." And Leonard began to lick, lick, lick the big red lollipop, and when he was through licking, he began to laugh, laugh, laugh! Whenever Leonard said, "LIIIIIIIII" after that, someone ALWAYS brought him a lollipop, and of course all the people came back to the circus again.

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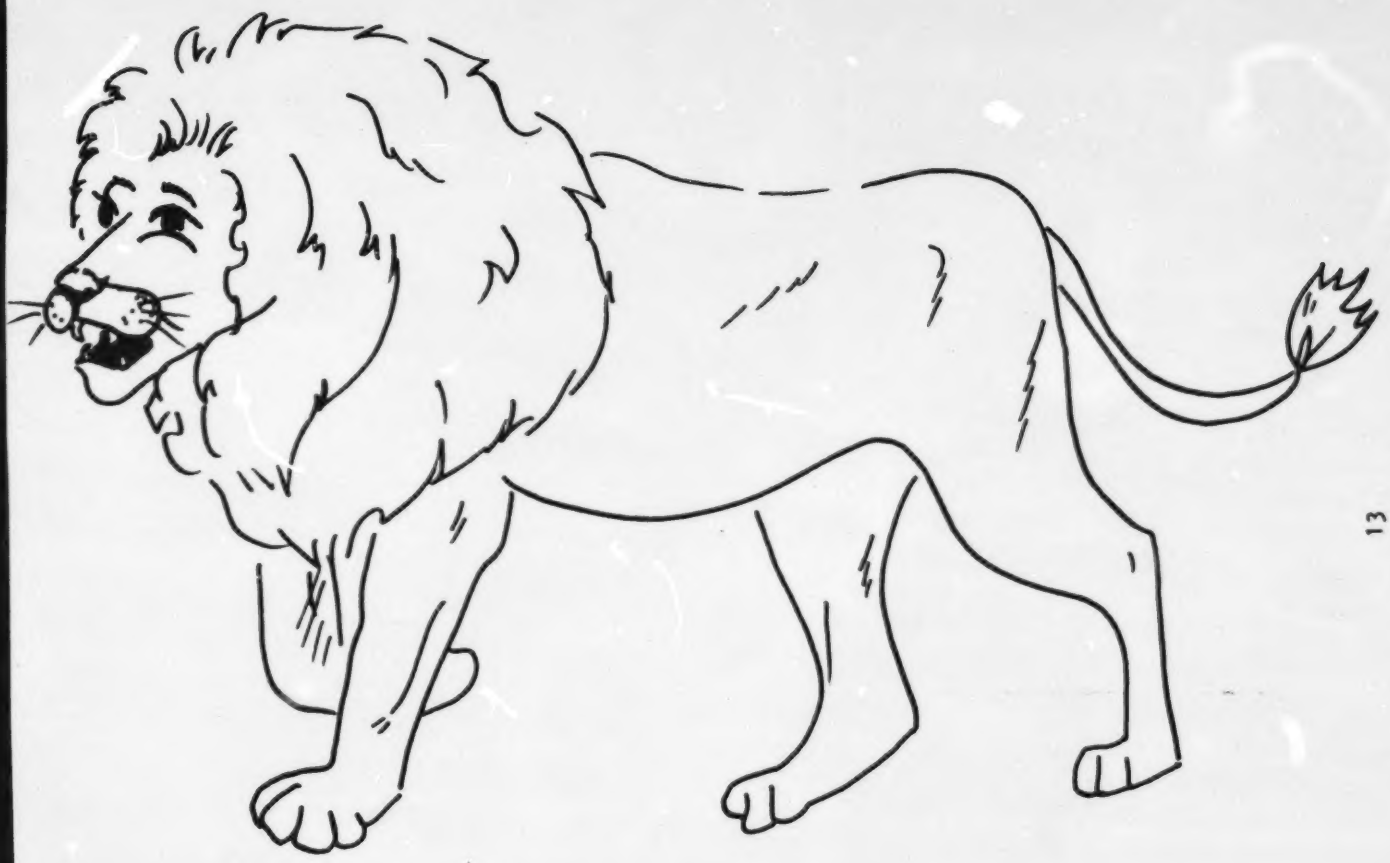

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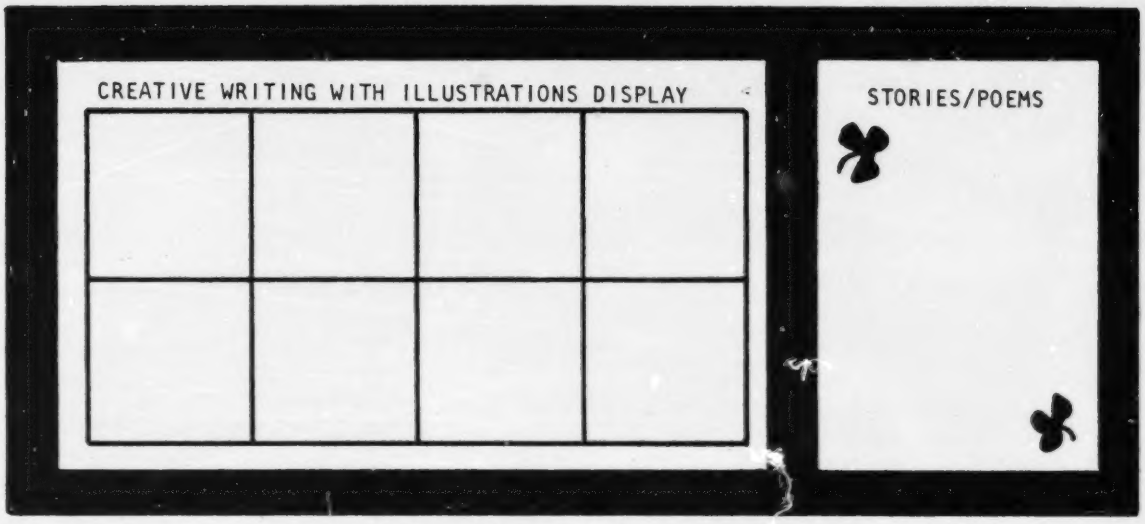
BULLETIN BOARD IDEAS



BULLETIN BOARD IDEA FOR ST. PATRICK'S DAY.

INFORMATION

St. Patrick was a missionary to Ireland, and is their patron saint. Each year the anniversary of the saint is celebrated in Ireland by the wearing of shamrocks and of parades and great feasts. St. Patrick founded 365 churches and school houses in Ireland during his mission.

RELATED ACTIVITIES

Poem

As I was walking down the street
A funny man I chanced to meet.
He wore a hat ten inches tall;
He had no socks or shoes at all.

His suit was green as summer's grass;
With spots of silver, gold, and brass.
His shirt was red; his tie was yellow.
He was a most unusual fellow.

But his eyes were kind and his smile so gay.
And he lifted his hat and said, "Good-day!"
Then I smiled right back and said, "How do you do?"
I like him a lot. Now wouldn't you?

Story

Puff pouted in the corner. Then he went over to smell the shamrock. He looked in the green paint and saw himself mirrored there. He thought there was another kitten there. He leaned closer and closer. The paint got slippery. He fell in. "Meow," cried Puff.

Timmy came running to see what trouble Puff was into. "Look at Puff," Timmy cried. The whole family came to see. Timmy's sister said, "Let's take Puff to our St. Patrick's Day celebration.

Story

We'll tie a big green bow on him."

Creative Writings

Students can finish a creative writing sentence and draw a picture illustrating their story. Mount them on green construction paper, or on a large shamrock pattern. They may then be displayed on the bulletin board.

1. One day while walking home from school a tiny little elf.....
2. I saw a shiny pot under the bush and .....
3. Growing in my yard at home are these little green.....
4. Following the rainbow I found a .....

DIRECTIONS

Make a bulletin board for St. Patrick's Day using the above ideas and information. Divide the bulletin board into two sections: One for poems and one for the student's creative writing. Outline the bulletin board with green paper or cut out several green shamrocks and arrange as a boarder.

Student's can act out the story of Puff, or it can be used as a flannel board story.

SELF-AWARENESS

LESSON #1

PURPOSE

To assist pupils in developing a sense of self-worth.

MATERIALS

1. Task card
2. Chalk and chalkboard or felt pen and large paper.

INTRODUCTION

Say: "There are many chores at home that need doing everyday and I'm sure that you boys and girls are expected to do your share. Today I'd like some of you to choose a chore that you do frequently and pantomime it for the rest of us. We'll try to guess what it is."

CLASS ACTIVITIES

1. It may be necessary to discuss the meaning of pantomime.
2. The teacher may give an example by pantomiming a chore as sweeping the floor.
3. Volunteers pantomime jobs and class guesses.

SUMMARY

"You boys and girls certainly do lots of important jobs at home. Let's make a list of all the ways you help." (You may want to expand this list to include school related tasks.)

LESSON #2

PURPOSE

To help the pupils become aware of their own characteristics and become aware of individual differences.

MATERIALS

1. Task cards
2. Film or filmstrip about likenesses and differences in people. *

* Suggested films: #630 Just Like Me and #6509 Tommy and Dee-Dee. (Available in the Instructional Resource Center: Office of the Kern County Superintendent of Schools).

3. Film or filmstrip projector.

INTRODUCTION

Say: "Yesterday we began to learn more about ourselves. Today some of us will learn more about ourselves and some of us will begin to learn about the way in which we are different."

CLASS ACTIVITIES

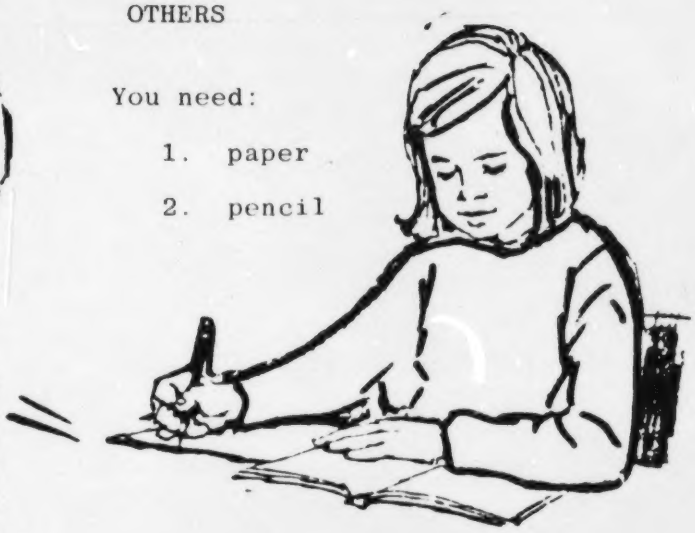
1. View and discuss film or filmstrips.
2. Small groups or individuals use task cards.

SUMMARY

1. Summarize film or filmstrip discussion.
2. Teacher read paragraphs and letters from volunteers who did task cards. Class can guess who wrote each.

TASK CARD

ALONE OR WITH OTHERS



You need:

1. paper
2. pencil

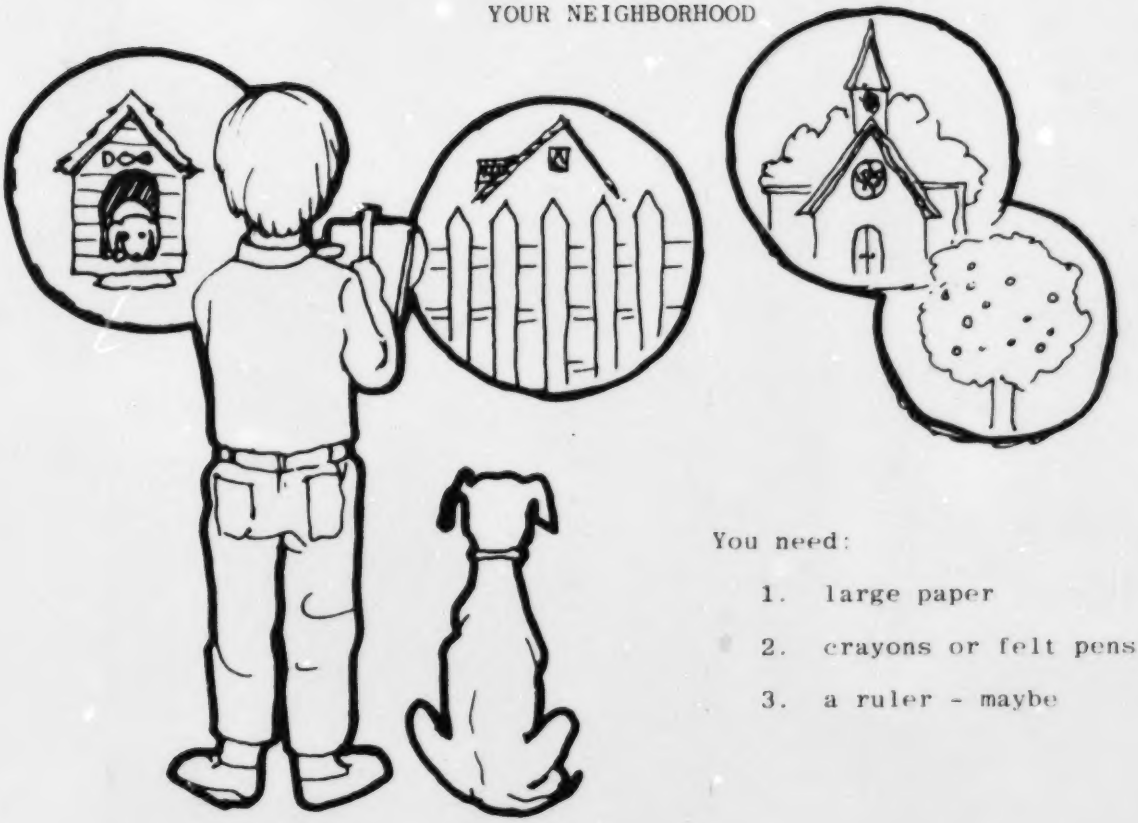
Each day we do many things. Some activities we do alone; some activities we do with others.

Fold your paper in half. On one half write a list of 10 things you do alone. On the other half write 10 things you do with others. Here are some ideas to get you started. You will think of many others.

-brush your teeth
-do your homework
-go to school
-play ball
-eat dinner

TASK CARD

YOUR NEIGHBORHOOD



You need:

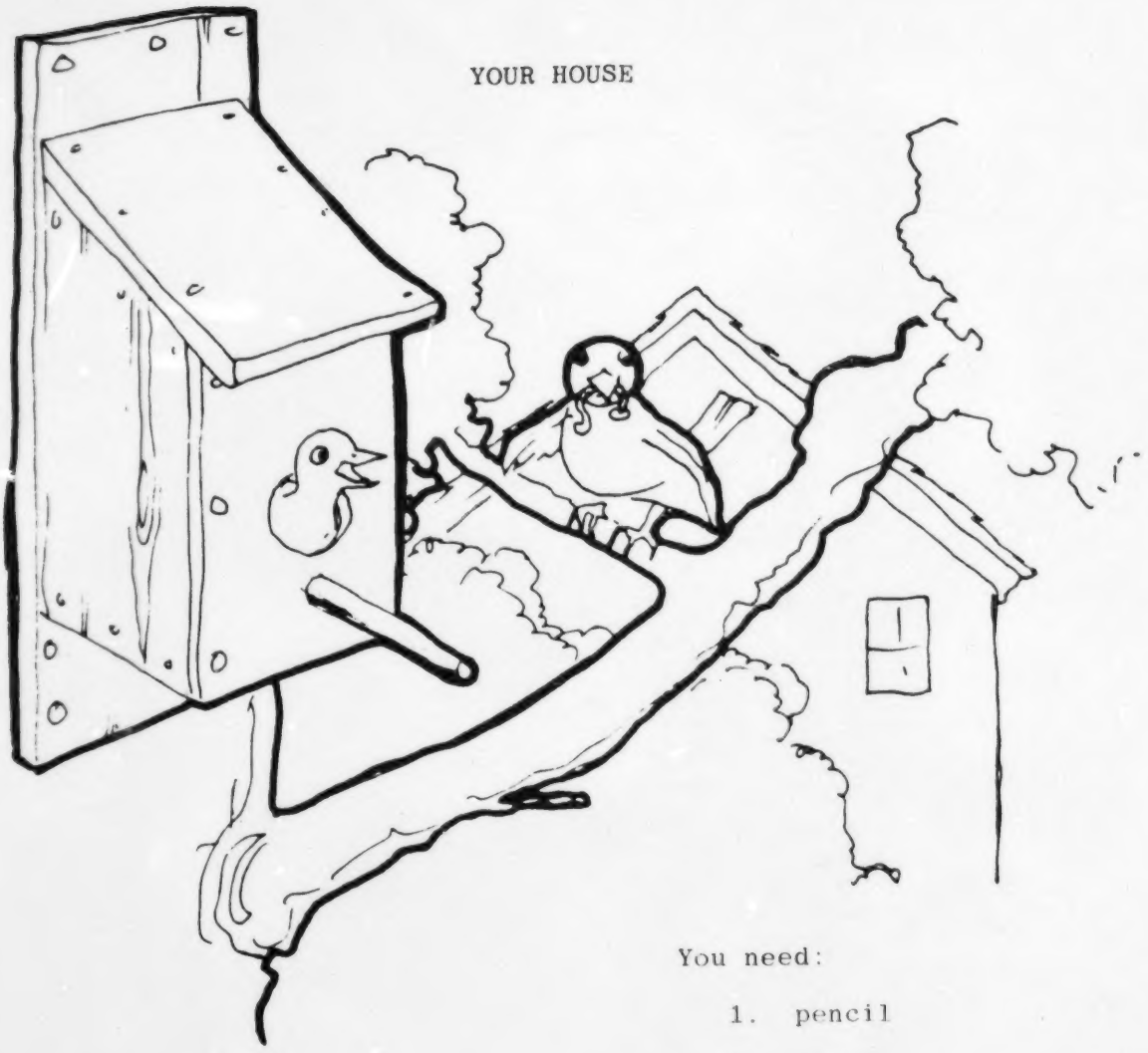
1. large paper
2. crayons or felt pens
3. a ruler - maybe

Draw a map of your street. Include everything you can think of . . . trees, fences, walks, dog houses.

REFERENCE: PROJECT CHOICE #114 SELF-AWARENESS AVAILABLE AT THE KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE, 5801 SUNDALE AVENUE, BAKERSFIELD.

TASK CARD

YOUR HOUSE



You need:

1. pencil
2. paper

Write:

Your name

Your address

Your telephone number

TASK CARD

DO YOU EMPTY THE WASTEBASKETS AT HOME?

You need:

1. paper
2. pencil

1. List the jobs you do at home.
2. Put a star after the one you enjoy the most.
3. Cross out the one you dislike the most.
4. Circle the one that you feel is the most important job you do.

FEED THE DOG!

TASK CARD

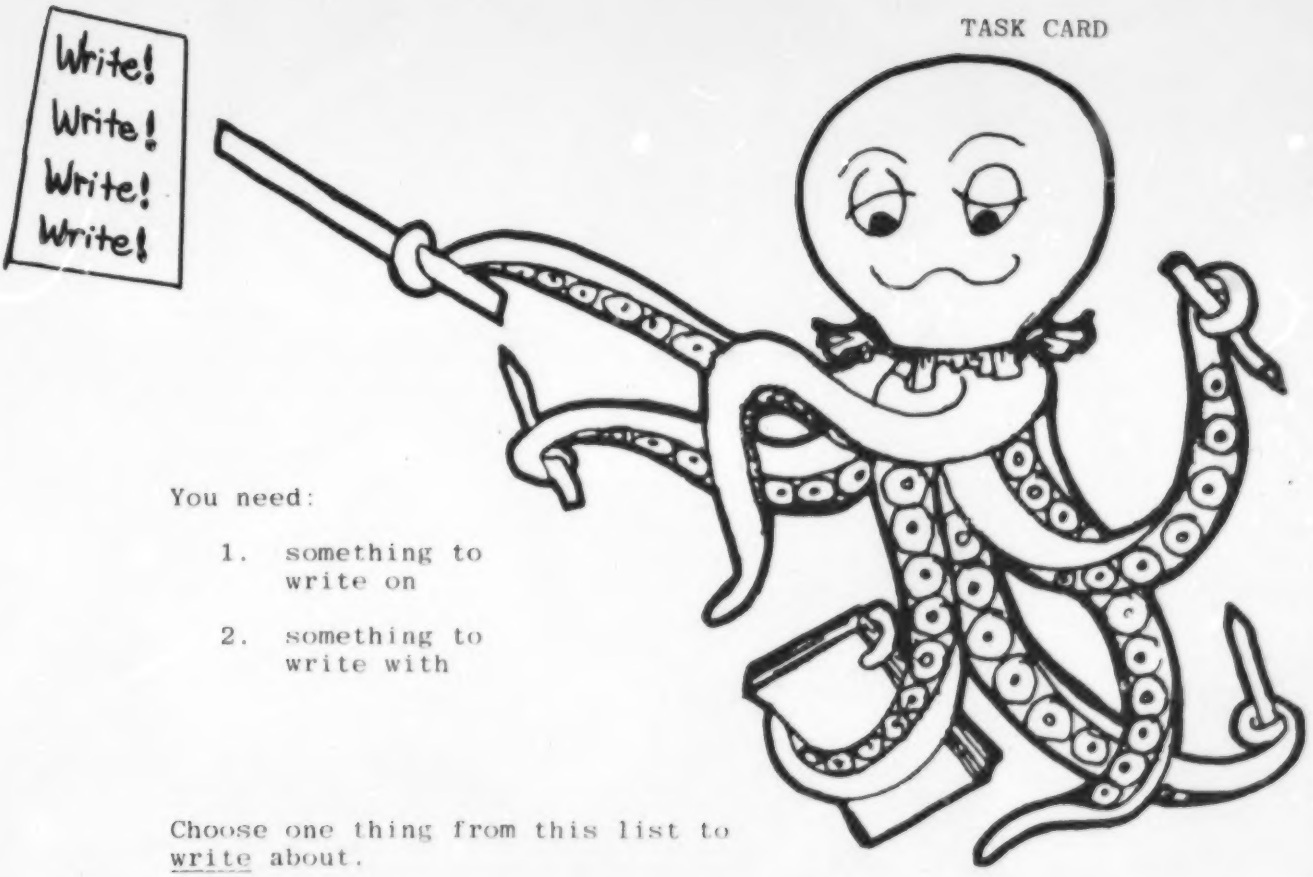
You need:

1. your artistic skill as an actor
2. an auidence

RAKE THE YARD!

There are many chores at home that need doing every day. Choose a chore that you do often and pantomime it for your friends. Let them guess what chore you are doing. (If you are a good actor they shouldn't have much trouble!)

TASK CARD



You need:

1. something to write on
2. something to write with

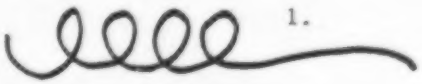
Choose one thing from this list to write about.

1. Write about places you have visited.
2. Write about places you would like to visit.
3. Write about the funniest thing that has ever happened to you.
4. Go outside. Look around. Come back and write about what you saw.
5. You have three wishes. Write about them.
6. Close your eyes. Imagine you are somewhere else. Write about it.

CHALK TALK

THE WIND (A Chalk Talk)

The wind blew and blew: "Whoo-oo-00-00."

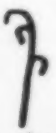


It blew the clouds across the sky.

The little clouds began to cry.

The big round sun began to shine.

Up grew a straight and lovely vine!



Numerals at the end of each line correspond to the drawings which are produced simultaneously to narration.

After drawing the figures once, erase them. Many children will want to experiment with these configurations in finger paint or at the easel. The rhyme may be acted out in the following ways:

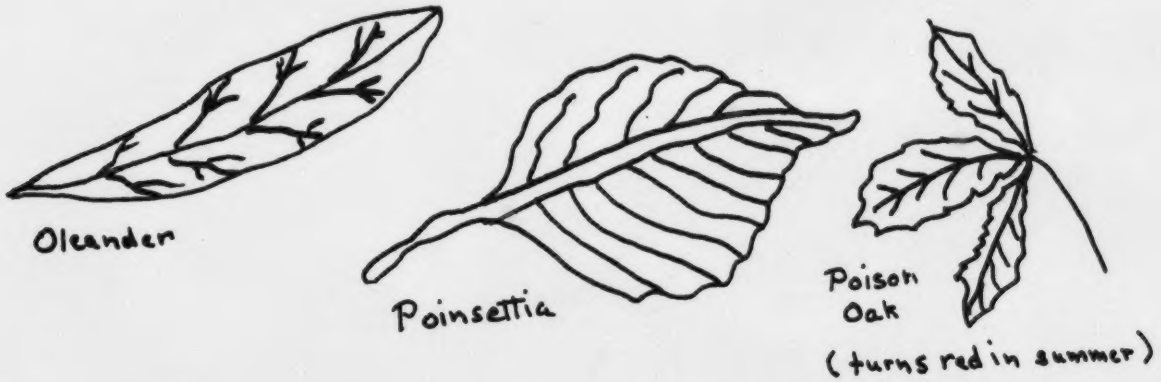
First line:	Turn around.
Second line:	Run across room.
Third line:	Slump body sadly.
Fourth line:	Make big circle with arms.
Fifth line:	Stand tall and wiggle fingers for leaves.

---

[1]Scott, Louise Binds, Learning Time with Language Experiences. McGraw-Hill: 1968.

SOME PLANTS ARE NOT VERY FRIENDLY

Some plants can harm us. Roses and pyracantha have sharp thorns. From touching or breathing the smoke from burning poison oak leaves, we can get an itchy rash. The milk from a cut oleander or poinsettia bush can damage eyes.



Find a book of plants or a First Aid book to learn of other harmful plants.

Look for the plants. TAKE A PICTURE but DON'T TOUCH. Trace the pictures so you will remember how they look. Put them in your book.

Pick some safe leaves. Make prints of them. Press a leaf vein side down on a rolled out piece of clay or play dough. Cut around leaf with a dull knife. Dry overnight. Cover with shellac to preserve. With your friends glue your leaves on a piece of cardboard in a design. How many leaves can you name?

Did you remember to water and measure your plant?

PLANTS NEED US

Conservation is a big word that means saving. Con-ser-vā'-tion is the wise use, care, and protection of our land, water, plants, animals, and minerals. All of these are called re-sources.

Soil, water, forests, and grasslands are renewable. They can be used without destroying them, but we must take care of them.

We are all rē-spon'-sĭ-ble for the wise and careful use of our Earth home.

Write a letter to the U.S. Forest Service
800 Truxton Avenue
Bakersfield, California 93301
and invite a Ranger to visit your classroom.

Find out about the wild flower picking laws and the forest and animal damage caused by fires.

Talk with your classmates about litterbugs at school, in your neighborhood, and on the highways.

Make BEFORE and AFTER Litterbug posters.

Compose a poem or song about flowers, vegetables, fruits, or trees.

Make a book of stories, poems, and songs about plants.

KERN COUNTY DEPENDS ON PLANTS

Many people in Kern County work on farms. Many others take crops to storage places. Others work on trains that take crops to markets far away.

Some people are loggers. Others work to protect the land, the forests, the fish, and animals.

Kern County is important to California, the other 49 states and the world for the cotton, nuts, fruits, vegetables, and rice that are grown here.

What kind of crops are grown near you? Ask someone to take you to visit a farm. Think of some questions to ask. Here are a few:

When do you plant? Could I see a seed?
How long does it take to grow?
What do you do so it will grow strong?
What kind of weather does it need?
When will this crop be ready to harvest?
How do you harvest? How many people work here?
Where does your crop go? What happens then?
Why do you like farming?
What do you have to know to be a good farmer?

INTERVIEWS

When you ask someone lots of questions, we call that "interviewing."

When you want to know the answers to many questions, it is good to think about the questions and write them so you won't forget. It is best to write the answers too. Ask a grownup to help you. They will think you are very smart to have such a good plan.

When you come home, draw some pictures to use with your answers, then tell the class about your trip.

Find out if the whole class can visit a farm or a packing shed.
Ask a farmer or someone from the University of California

Arbovirus Field Station
1830 Flower Street
Bakersfield, California
322-2977

or from the University of California Cooperative Extension

2610 M Street
Bakersfield, California
861-2631

to come and talk to your class about plants, trees, and conservation in Kern County.

Find magazines with pictures that show what kinds of plants live in cold, hot, wet, and dry places. If you can cut them out, make a scrapbook and label your pictures.

Talk about how different plants live and grow. Make a list of what kinds of plants and where they grow:

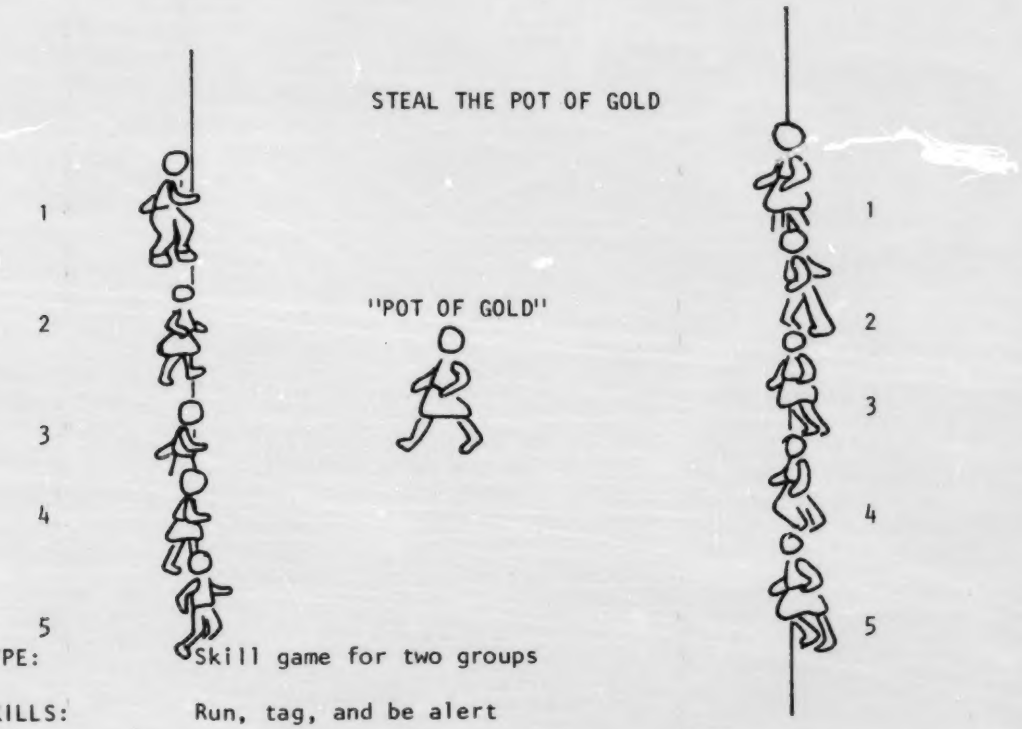
HOT/WET	HOT/DRY	COLD/DRY	WARM/WET COOL/DRY
Mangrove	Palm	Spruce	Redwoods
Ferns	Cactus	Lichen	Wheat

Did you water your plant? How much has it grown? How are the plants in the closet doing?

Think about one plant--any size--that interests you. Write a story pretending you are the plant. Tell about your life. Ask someone to help if you need some words.

Get some friends and draw a big picture of all the kinds of plants you have learned about.

STEAL THE POT OF GOLD



TYPE: Skill game for two groups

SKILLS: Run, tag, and be alert

SUPPLIES: One playground ball or beanbag - "Pot of Gold"

AREA: Skill game court with goals marked.

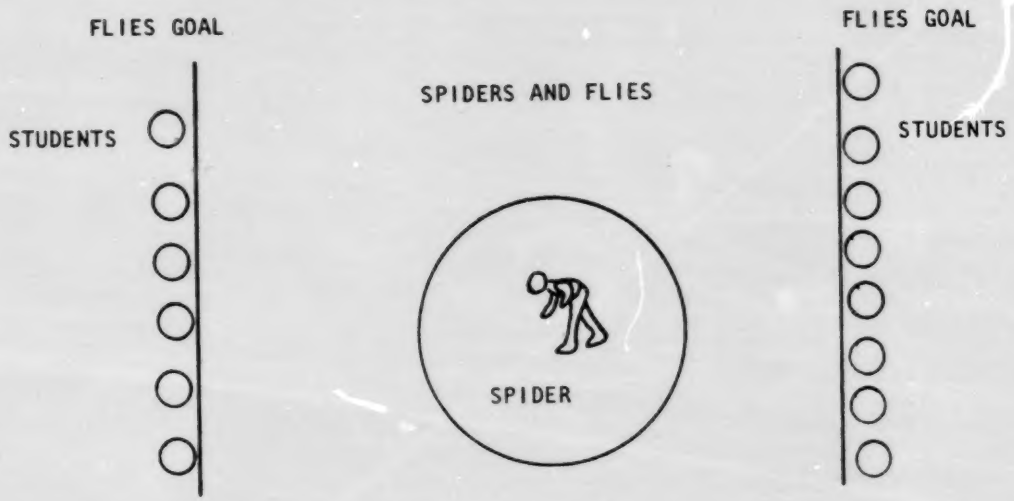
NUMBER OF PLAYERS: 8 to 20

RULES:

1. Class divided into two groups. Each group numbered off, standing behind its goal line.
2. "Pot of Gold" is placed on the ground midway between the two groups. The instructor calls one number. Player with that number from each group runs in and attempts to steal the "Pot of Gold" and return to his goal line without being tagged by the other player called in.
3. A point to a group each time the "Pot of Gold" is brought back safely.
4. Once a player takes the "Gold" he may be tagged, and he may not drop the "Pot of Gold" to avoid being tagged.
5. The group reaching ten points first or having the most points at the end of the playing time, wins.

TEACHING SUGGESTIONS:

Explain to the children that if opposing players reach the "Pot of Gold" at the same time, it is better strategy for them to walk around it waiting for the right moment to grab it and run for their goal line.



TYPE: Skill game

SKILLS: Run, tag

SUPPLIES: None

AREA: Skill game court, goal lines marked

NUMBER OF PLAYERS: 8 to 20

RULES:

1. On a signal from the instructor the flies walk in around the spider to the right.
2. The spider is squatting down in his web. When he jumps up, all the flies stop walking around and run to the nearest goal.
3. Those tagged by the spider become his helpers and go into the web.
4. The game continues for a given period of time when all flies not caught win.

TEACHING SUGGESTIONS:

All flies should walk the same way (right) around the spider to avoid collisions.

FRUIT BASKET

CALLER

TYPE: Indoor

SKILLS: To develop ability to be quiet and attentive
To develop ability to distinguish names of fruit
To move quickly from one seat to another

SUPPLIES: None

AREA: Classroom

NUMBER OF PLAYERS: Any number

RULES:

1. All players except one are seated.
2. The extra player gives to each of the others the name of some fruit.
3. The extra player then stands in the center of the group or in front of them and calls out the names of two kinds of fruit.
4. The players representing these fruits must change places, and the caller tries to get one of the seats vacated.
5. If the caller succeeds, the player left without a seat becomes the caller.
6. Occasionally the calling player says "fruit basket," at which time all must change places. They usually get a place easily then.

LEPRECHAUN

TYPE: Indoor

SKILLS: To develop ability to be quiet and attentive
To listen
To walk quietly

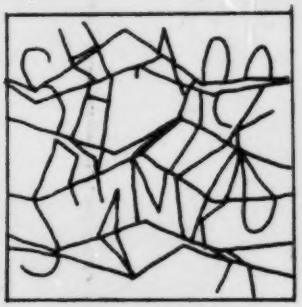
SUPPLIES: Small ball or other object

AREA: Classroom

NUMBER OF PLAYERS: Any number

RULES:

1. One child sits on the floor with their eyes blinded. By their side is a small ball or other object.
2. The children sit around the blind-folded child in a circle, or in their seats.
3. At a signal from the teacher, a child steals up to the "Leprechaun", sitting on the floor, and tries to take the object without being detected.
4. If they return to their place with the object without having been detected, the children clap softly. The successful child become the "Leprechaun".
5. If, however, the "Leprechaun" detects a noise while the object is being removed, he calls out "Shamrocks are Green" and unblinds his eyes. Then another child is sent to make the attempt.



Design: Shamrock Spelling Puzzle

This intriguing holiday idea comes from Alva McGarah's 1980 Art Workshop series conducted at Beardsley. Children create fascinating designs in this art activity by printing the letters in the word "Shamrock", cutting the paper into strips and rearranging the strips on a second sheet of paper. The lines in the word "Shamrock" will appear to be disjointed. The children connect the disjointed lines to create the attractive design.

Art Materials

2 sheets of 9" x 12" construction paper
scissors
paste
crayons
examples

Directions

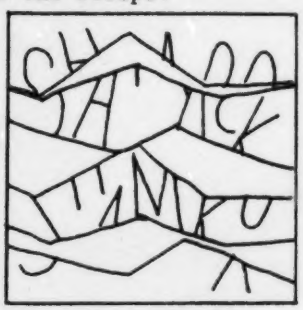
1. Make an example of the Shamrock puzzle to share with the children. Ask them if they can decipher the word you've printed in the design.

2. Write the word "Shamrock" on the board. Suggest some unusual ways the children might print the word "Shamrock" on their papers.

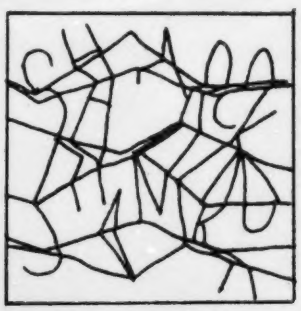
3. Using crayons, perhaps different shades of green or orange on white paper or white crayon on green paper, have the children print "Shamrock" on their paper.

4. After the children have printed the word "Shamrock" or other special word (maybe a spelling word), they cut the paper into irregular strips.

5. Take a second sheet of paper (it could be a different color than the first) and paste down the irregular strips of the first sheet so that the letters appear disjointed and spaces appear between the strips.



6. Now the children connect the lines made by the new disjointed strips.



7. Additional designs and patterns can be drawn in with crayons by the children to complete the art activity.

8. Display the Shamrock puzzles and let the children talk about their designs.

Objectives: The child will be able to:

1. print a large word on a piece of paper.

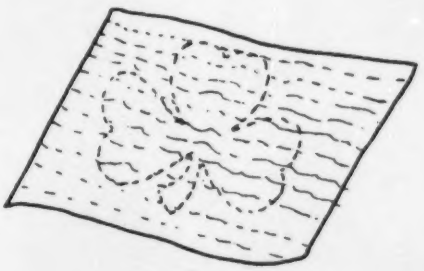
2. cut a piece of paper into irregular strips and fasten it securely to a second strip in a new arrangement.

3. connect lines made by the letters on the new disjointed strips.

Fingerpainting: Squeegee Shamrock Silhouettes

Here is a very special fingerpainting activity which children can do again and again, obtaining new results each time. The idea comes from Binney and Smith consultant Alva McGarah.

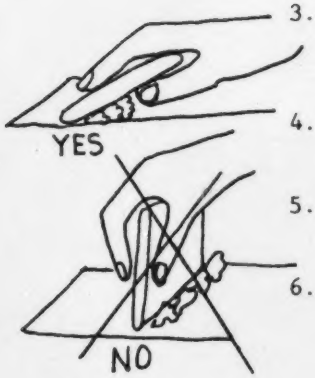
Art Materials



scissors
paper and crayon
spoon
fingerpaint (i.e., green or orange)
fingerpaint paper
a piece of cardboard

Directions

1. Prepare the materials for a fingerpainting activity.
2. Using the paper and crayon, the children draw large shamrocks.
3. Have the children cut out their shamrock shapes and arrange them on the desks or tables in front of them where they will be painting.



4. Place a sheet of fingerpainting paper on top of the child's shamrock arrangement.
5. Spoon or scoop out some fingerpaint onto the top edge of the child's paper.
6. Each child takes a piece of cardboard and uses it like a squeegee, drawing the paint across the fingerpaint paper. In doing so, the shamrock design appears. It is important that the children "squeegee" using the cardboard at an angle. That is, the cardboard should almost appear flattened against the fingerpaint paper as the child pulls the paint forward.
7. Set the paper aside and rearrange the shamrock design for another painting, or have the children complete the activity by discussing why they think their designs appeared on the surface of their paintings.
8. Dry the paintings and place them on display.

Objectives

The child will be able to:

1. design his/her own shamrock, cut it out of paper and arrange it on a desk top under a piece of fingerpaint paper.
2. squeegee fingerpaint across the paper to reveal the relief design underneath.

ART APPRECIATION

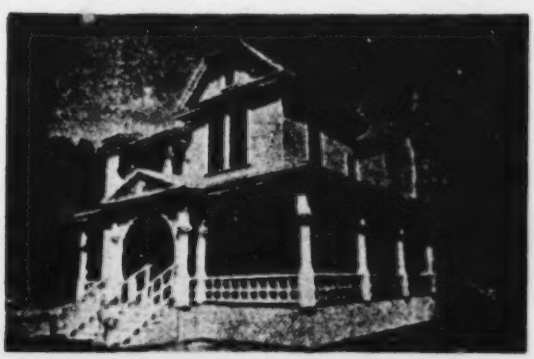
W. A. HOWELL HOUSE
Pioneer Village

One of the most prominent edifices at Kern County's Pioneer Village is the W. A. Howell House. Built in the Queen Anne Revival Style, the W. A. Howell House has many of the special characteristics of the style.

The Queen Anne Revival started in England in the late 1860's in the work of Richard Norman Shaw. In America, the style was taken up first by Henry H. Richardson in the mid 1870's. It was the picturesque style by end of the 19th Century. Like the W. A. Howell House, the form of these buildings was highly irregular; special emphasis was given to the picturesque silhoutte of the roof including different gables and corner towers. The extensive entrance - living porches which often wrapped themselves around the house like that of the W. A. Howell House were another characteristic of the Queen Anne Revival Style. The emphasis in the Queen Anne Revival was mainly vertical.

Surfaces, like those at the W. A. Howell House were covered with a variety of tactile patterns. Patterned or decorative shingles, (especially the fishscale pattern) were used at the W. A. Howell House: another characteristic of the Queen Anne Revival Style.

Notice the balconied porch cut into the second floor and the third floor actic. The classical details including columns and capitals were also examples of the Queen Anne Revival Style.

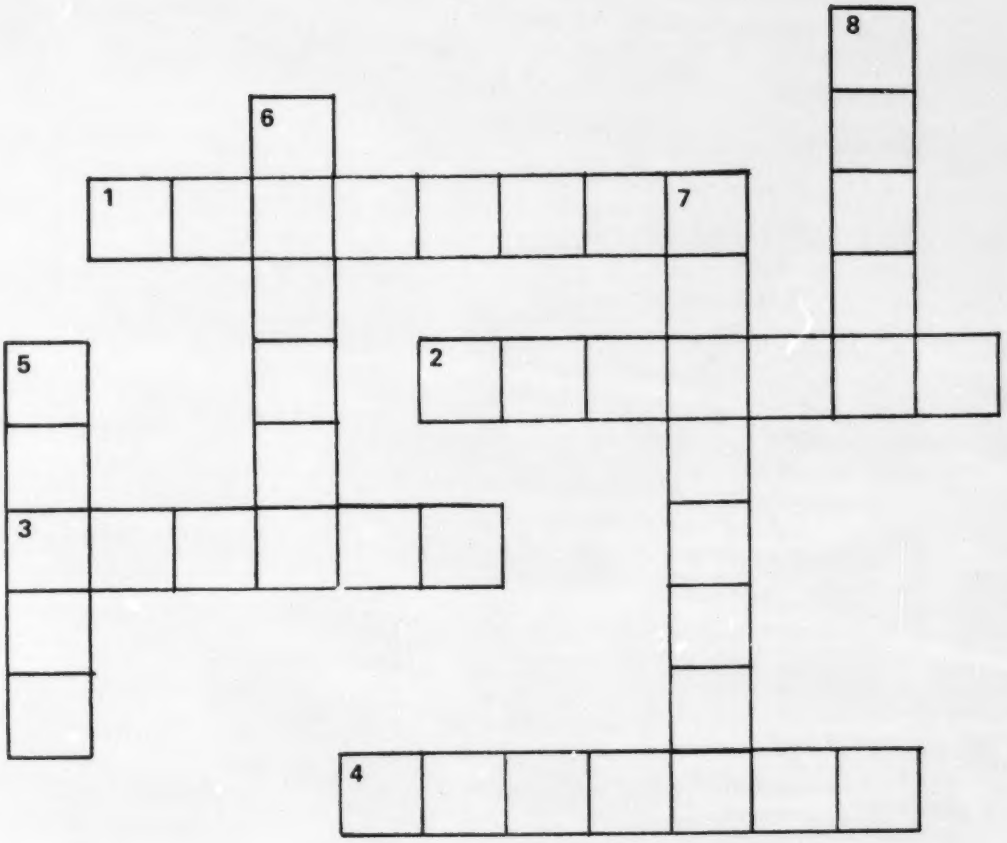


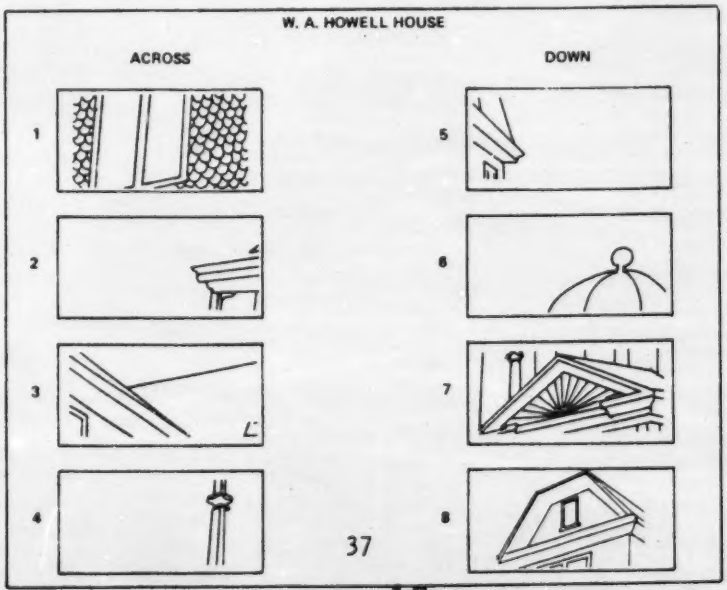
W. A. Howell House, 1891

(moved from the corner of 17th and "H" Streets to Pioneer Village, Bakersfield)

ART APPRECIATION

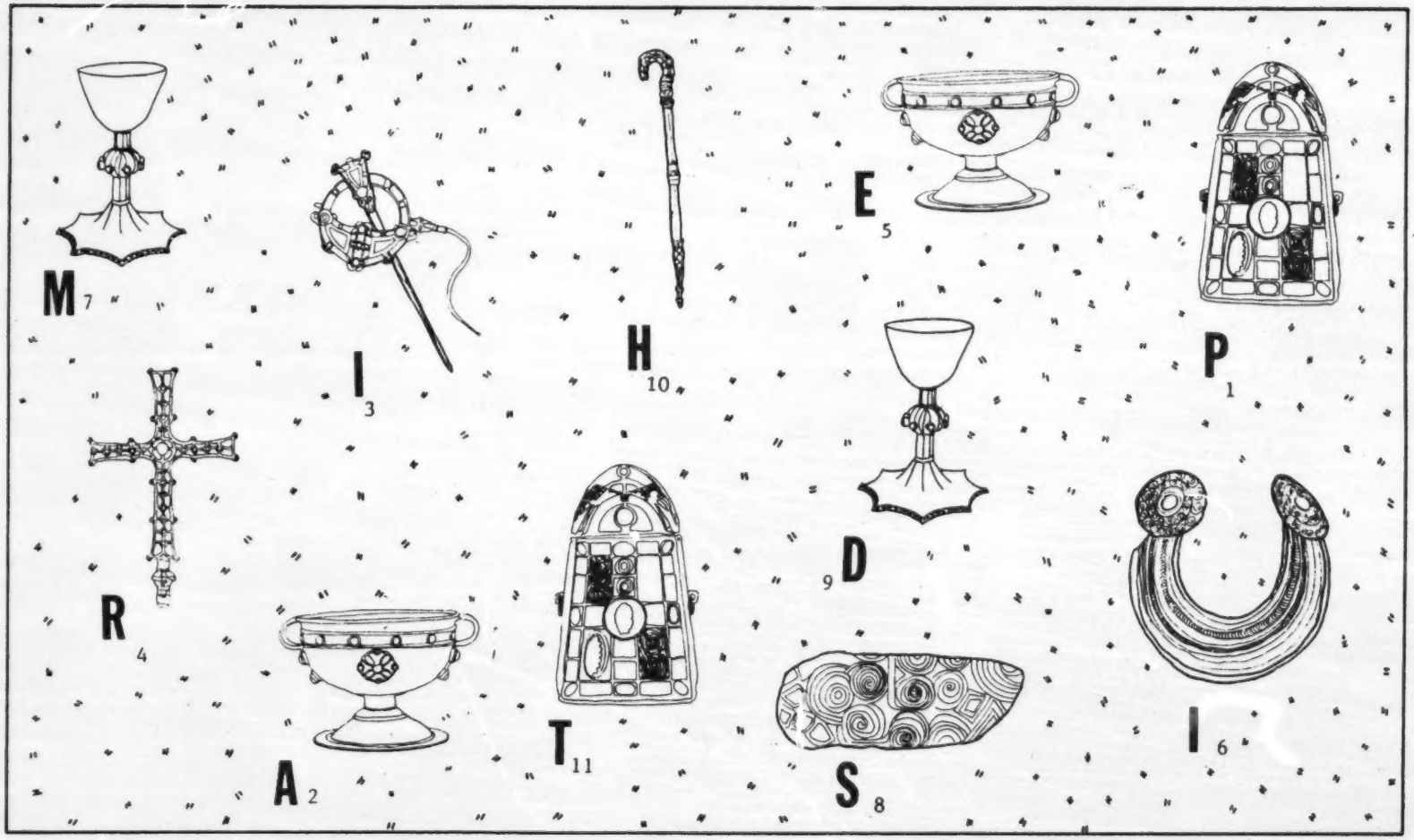
To fill in this puzzle, identify the parts of the W. A. Howell House pictured in the squares.





ART APPRECIATION

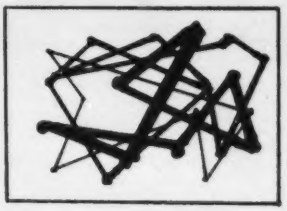
Pictured below are some drawings of art treasures made in gold, silver and stone. Some of these treasures were made as early as 3000 B.C. To find the name of the people who made these treasures, look for the art objects that are not duplicated. Find the letters next to them and place the letters in a row according to the numbers.



These art objects were made by the _____.

Design: Dotted Green Abstract Drawing

Green is the color selected for this art activity because of St. Patrick's Day, but you may have children use any color, any time as they choose. The children will increase their artistic confidence as soon as they see the wonderful spatial effects this art activity produces.



Art Materials

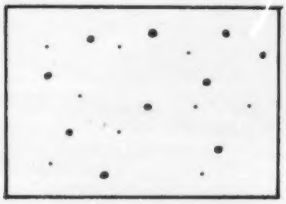
crayons
9" x 12" paper

Directions

1. When the children have their crayons and papers in hand you are ready to proceed with their verbal instructions:

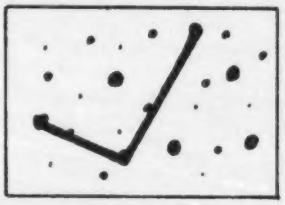
   A. Scatter some small dots on the paper, using the point of the crayon.

   B. Now draw some medium sized dots on the paper.



   C. Finally, draw some large dots on the paper.

   D. Locate a special place on your paper that you think is the most interesting. Now connect this dot with another dot of the same size - connecting dots until all the dots of the same size are connected.



   E. Now find another special place on your paper and connect all the dots that are the same size as the first one.

   F. Finish the design by connecting the last series of dots.

2. After the children have followed verbal instructions to connect all the dots, they may wish to fill in some of the shapes with their crayons, perhaps using complimentary colors.

Objectives: The child will be able to:

1. Produce dots of various sizes on a piece of paper.

2. Identify and connect dots of a similar size with straight or curved lines.

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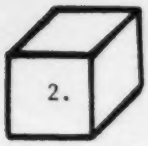
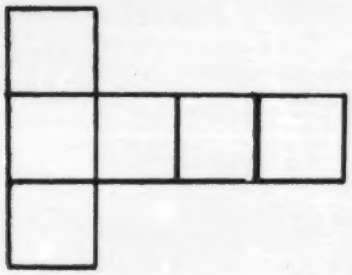
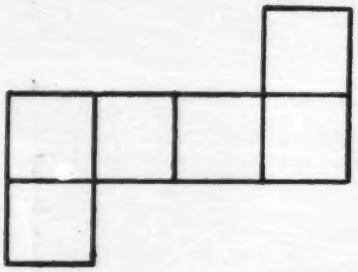
PROBLEM OF THE WEEK

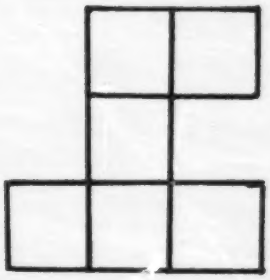


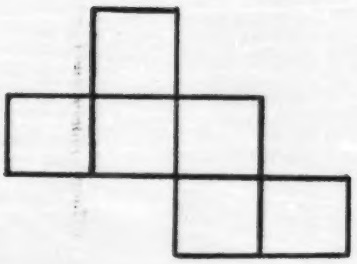
FOLDING CUBES

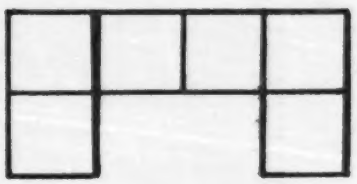
Draw a ring around the patterns
that will fold to cover the cube.











Extension: Draw as many other patterns that would cover the cube as you can.
There are more than 10 that will work.

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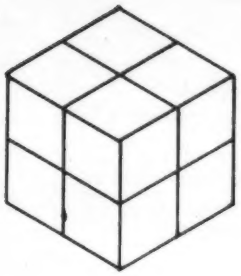
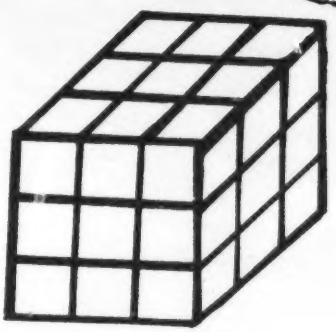
PROBLEM OF THE WEEK

3. STACKING CUBES





Situation: Sugar cubes have been stacked to form a cube. The outside of the large cube has been colored with red food coloring.

1. How many sugar cubes were used?
2. How many sugar cubes are painted
   a. on four sides?
   b. on three sides?
   c. on two sides?
   d. on one side?
   e. on zero sides?

Extension:

1. Imagine you stacked 64 sugar cubes in the same way and painted the outside. Answer questions 2a through 2e for this cube and write your answers below.

   a._____ b._____ c._____ d._____ e._____

2. Can you stack 1,000,000 sugar cubes on the teacher's desk? Explain your answer.

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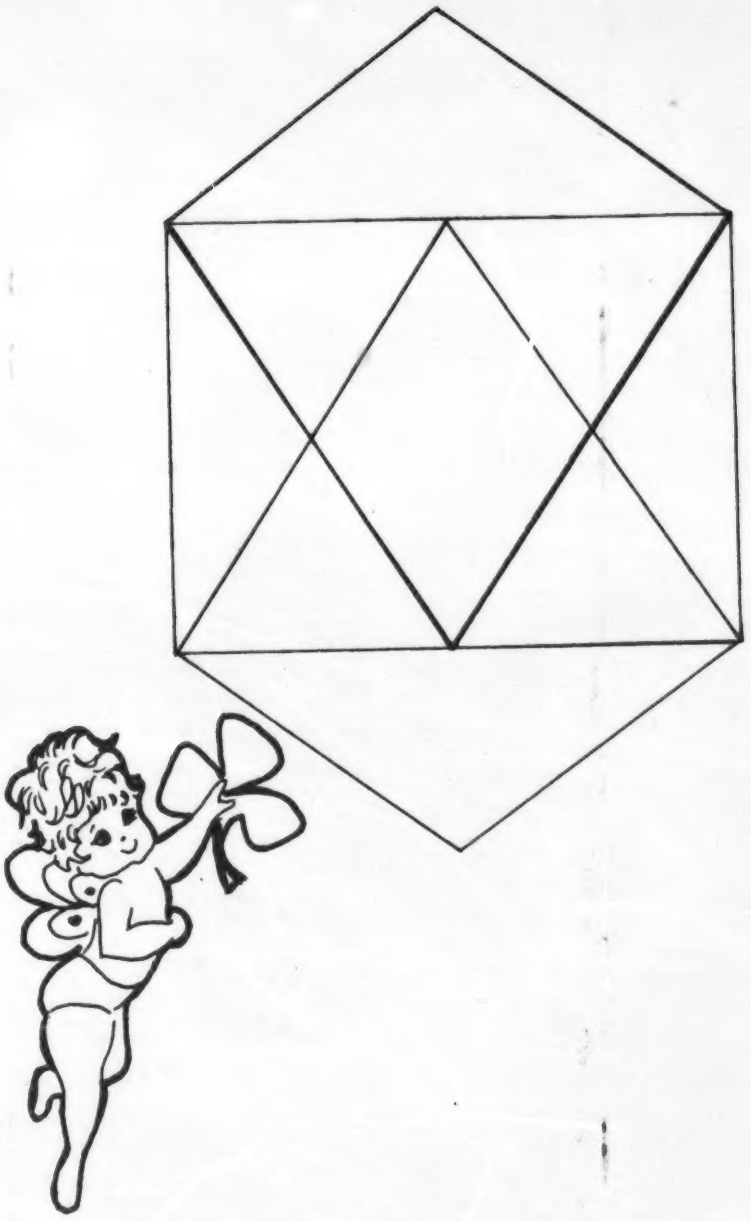
PROBLEM OF THE WEEK

4. # How Many Triangles ?



Extension: Make up a problem on counting triangles that has exactly 16 triangles and 2 squares.

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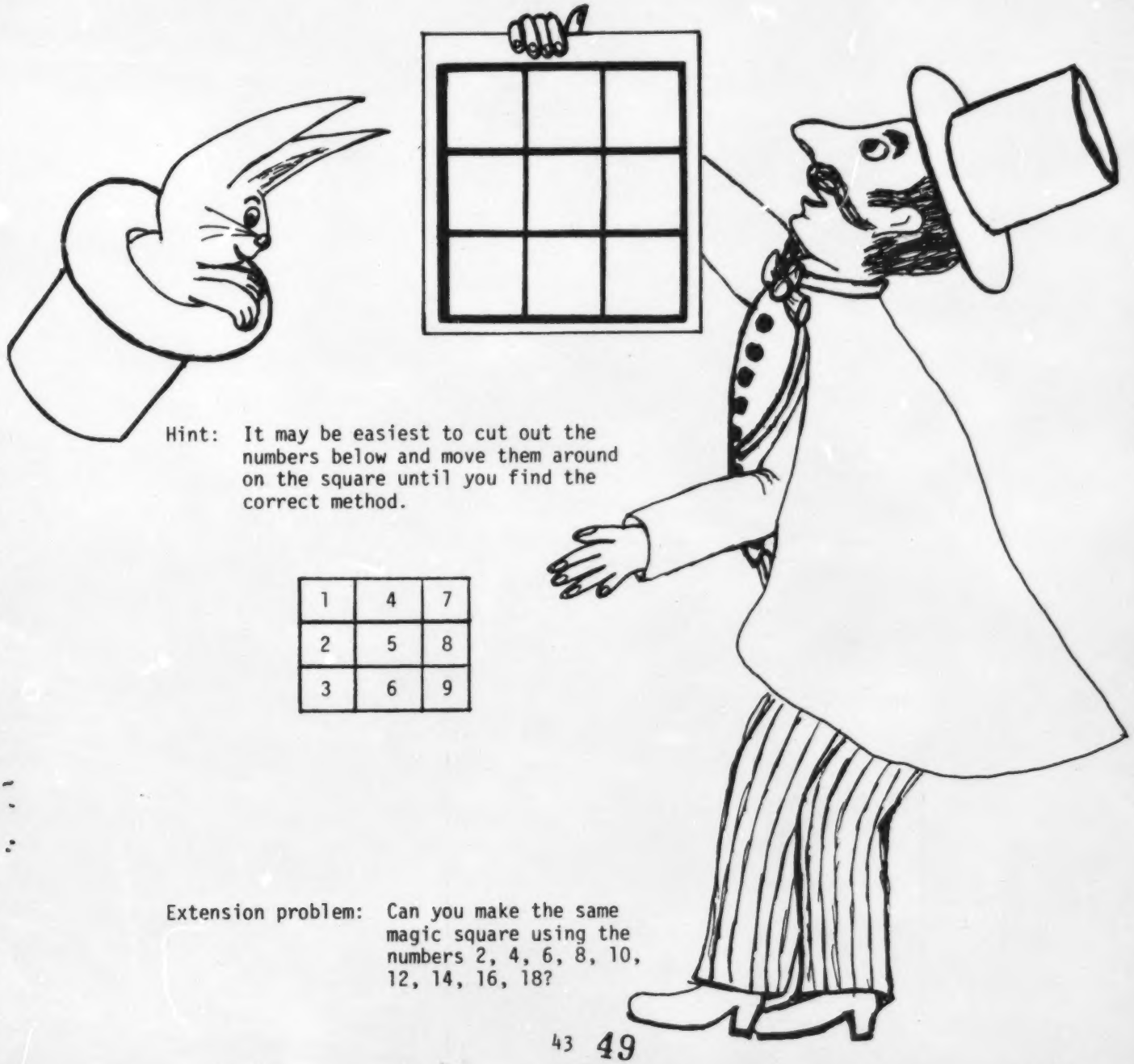
5.

Magic Squares

PROBLEM OF THE WEEK

A square array of numbers in which the sum of numbers in any horizontal row, vertical column or diagonal is always the same is called a magic square. Write the numbers 1 through 9 in the 3 by 3 array to produce a magic square.



Hint: It may be easiest to cut out the numbers below and move them around on the square until you find the correct method.

1	4	7
2	5	8
3	6	9

Extension problem: Can you make the same magic square using the numbers 2, 4, 6, 8, 10, 12, 14, 16, 18?

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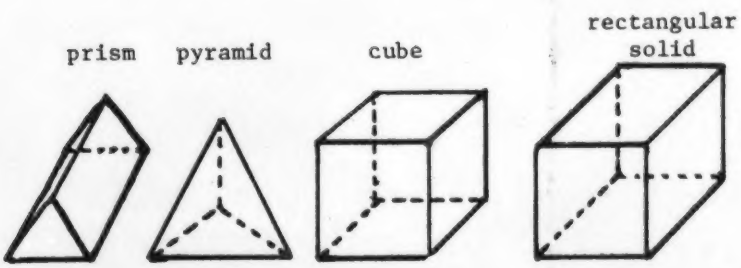
SOLID GEOMETRIC SHAPES

Procedure: Cut out, fold and tape figures on the following 3 pages to make models for finding the answers to this worksheet. The teacher and students should discuss how each figure is the same and how each figure is different. Compare size, shape, number of faces, number of corners (vertices) and number of edges.



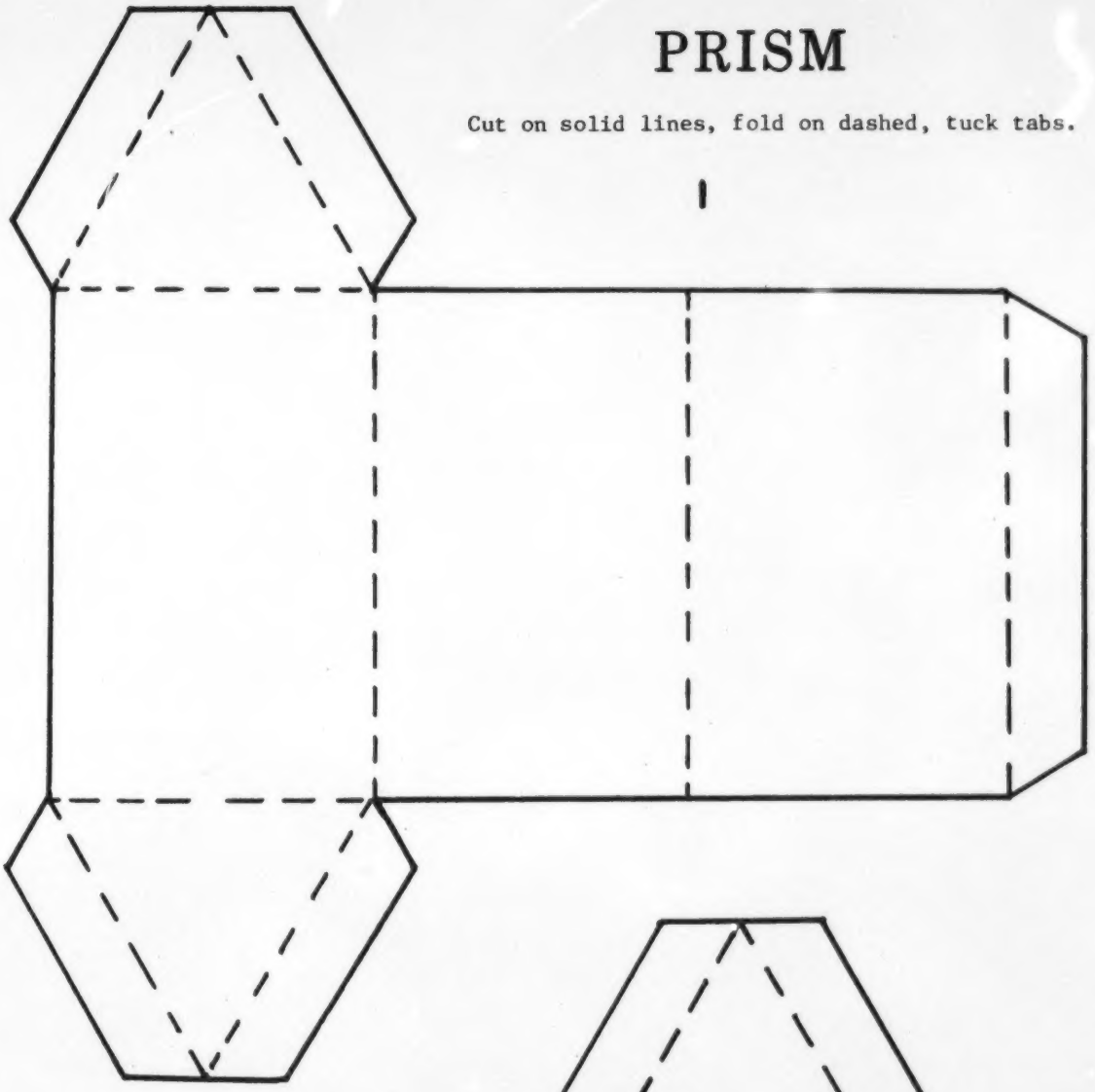
Use your solids to complete this table.

The solid has how many	SOLID 1	SOLID 2	SOLID 3	SOLID 4
triangular faces				
square faces				
rectangular faces				
faces altogether				
edges				
corners				

PRISM

Cut on solid lines, fold on dashed, tuck tabs.

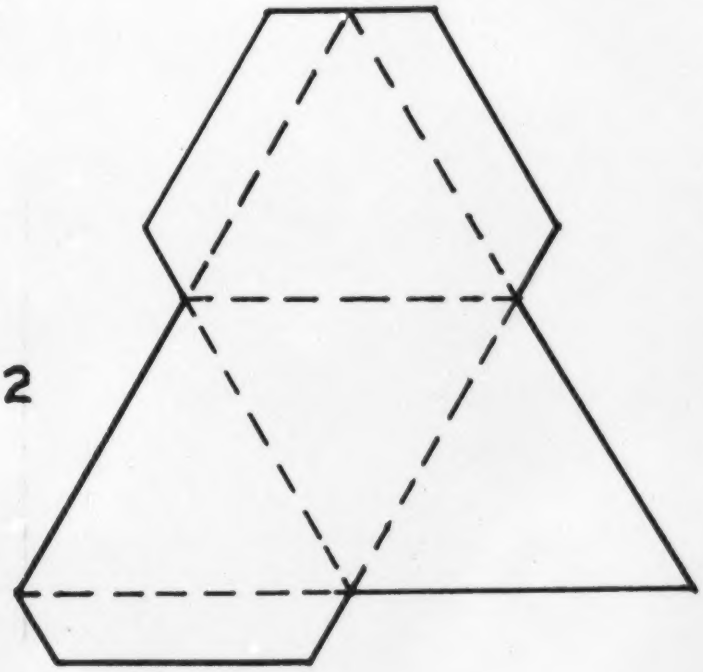
1



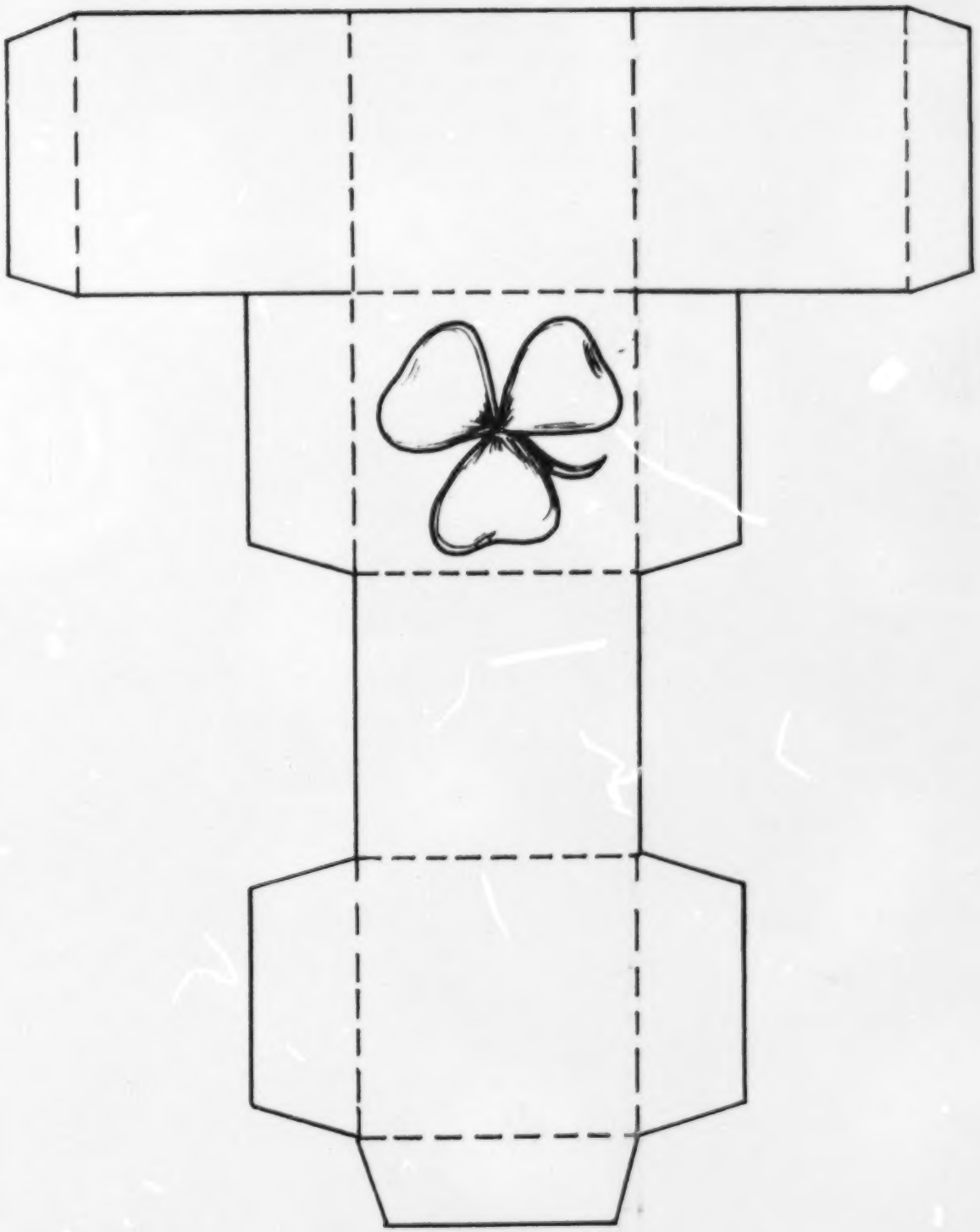
PYRAMID
Tetrahedron

Cut on solid lines,
fold on dashed,
tuck tabs.

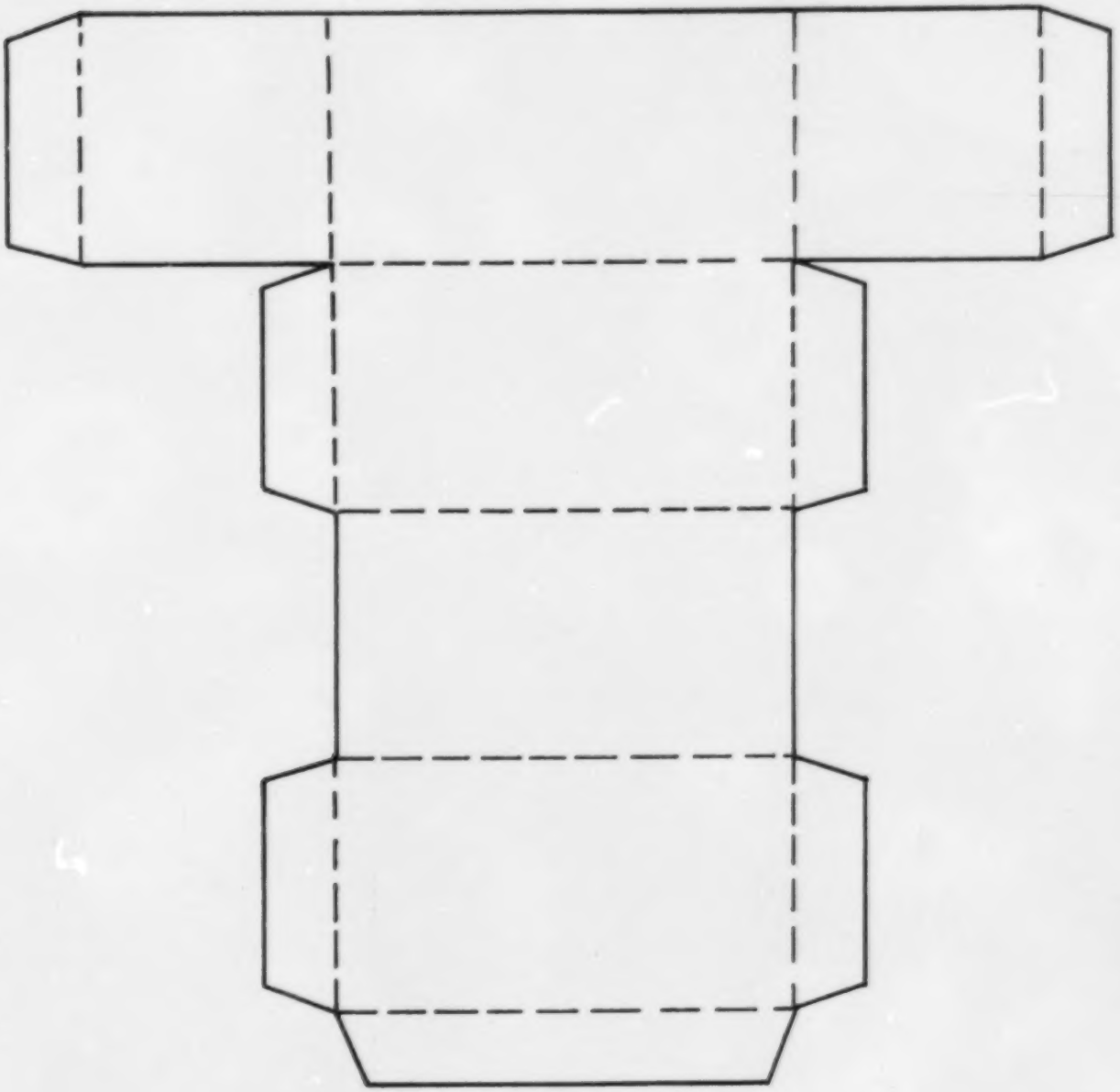
2



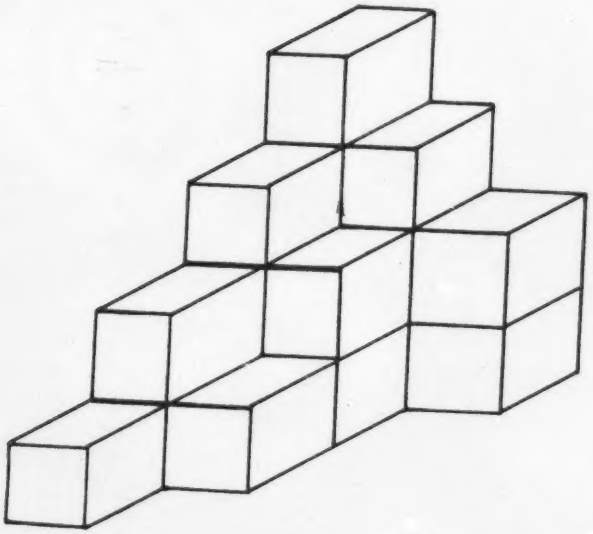
CUBE



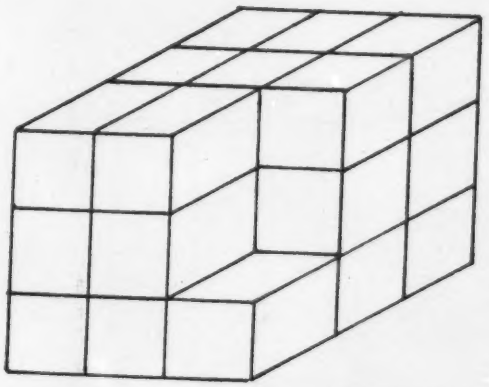
RECTANGULAR SOLID

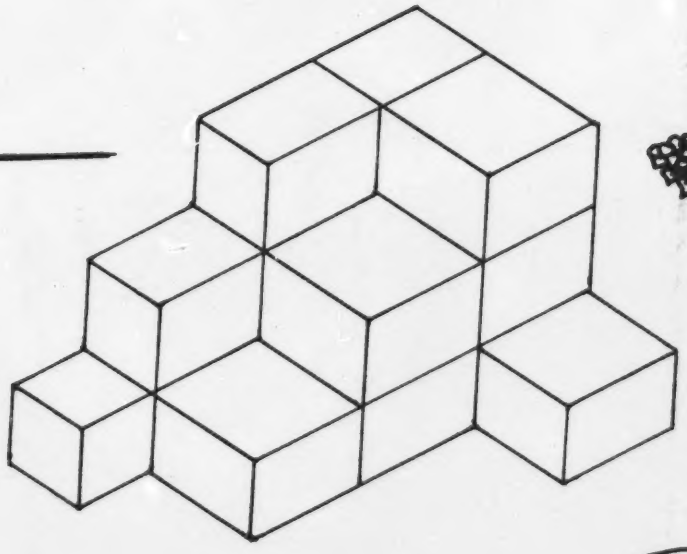


COUNT THE CUBES



Directions: Count how many cubes are in the drawing and write the number on the line.





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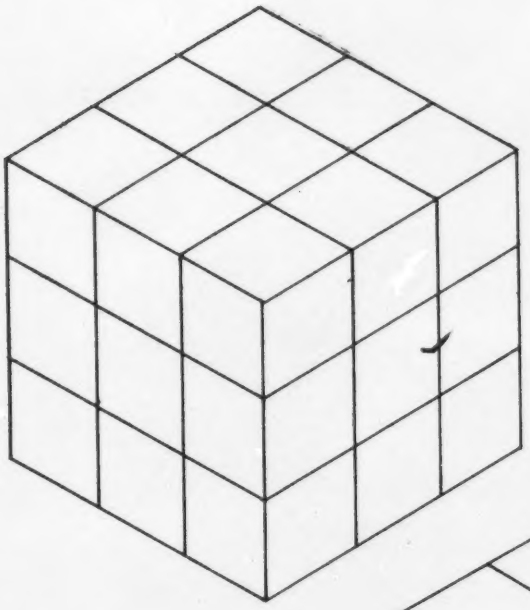
Directions: Count how many cubes are in the drawing and write the number on the line.



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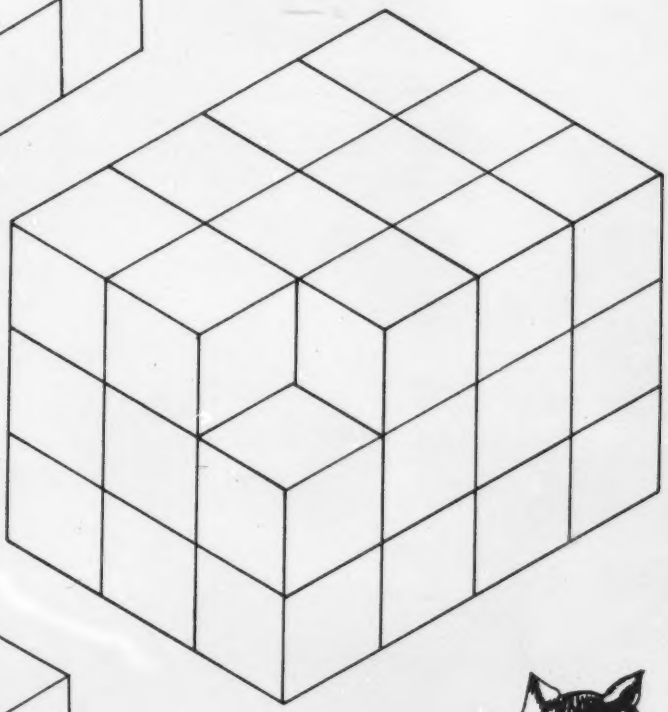

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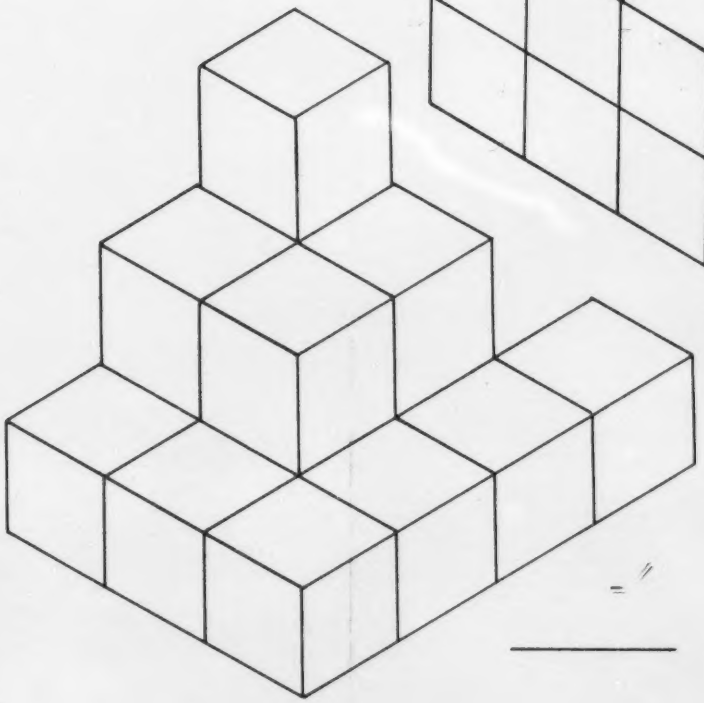

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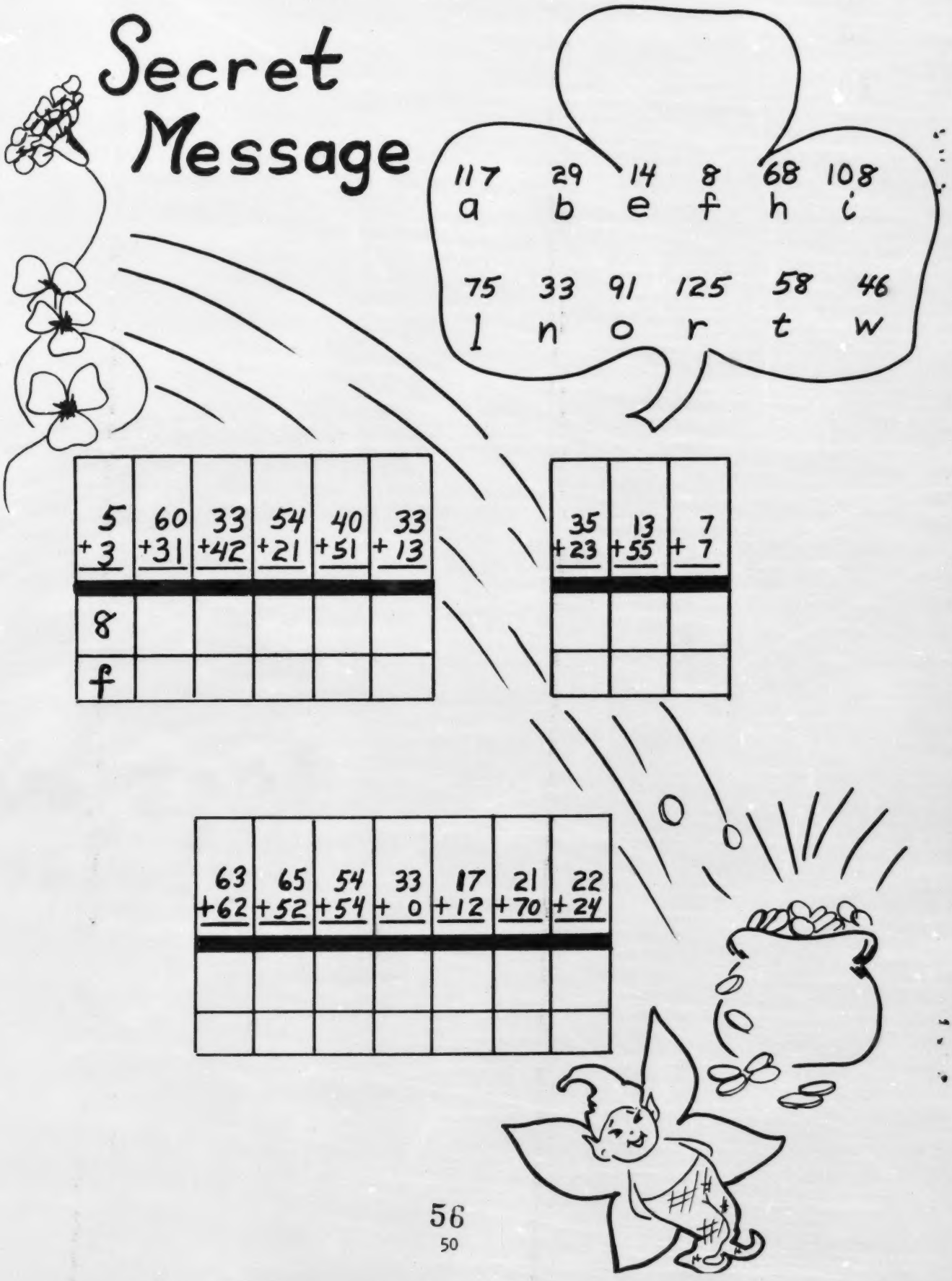
Secret Message



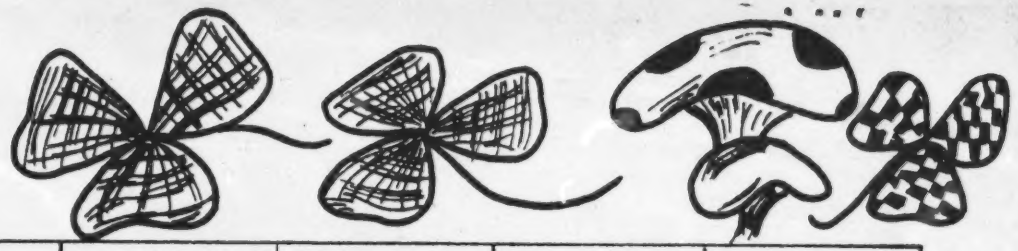
MARCH BIRTHDAYS

DATE	NAME	INFORMATION
2-1793	SAM HOUSTON	AMERICAN SOLDIER AND FRONTIERSMAN
3-1847	ALEXANDER GRAHAM BELL	AMERICAN INVENTOR OF THE TELEPHONE
4-1888	KNUTE ROCKNE	NOTED COACH OF NOTRE DAME
6-1806	ELIZABETH BARRET BROWNING	ENGLISH POET
8-1841	OLIVER WENDELL HOLMES	JUSTICE OF THE SUPREME COURT
11-died 1847	JOHNNY APPLESEED	(JOHN CHAPMAN) FRONTIER HERO PATRON SAINT OF AMERICAN ORCHARDS
12-1911	GIRL SCOUTS FOUNDED	
14-1879	ALBERT EINSTEIN	AMERICAN PHYSICIST
15-1767	ANDREW JACKSON	FRONTIERSMAN AND SOLDIER
16-1751	JAMES MADISON	FOURTH PRESIDENT OF THE UNITED STATES
17-1902	BOBBY JONES	AMERICAN CHAMPION GOLFER
18-1837	GROVER CLEVELAND	TWENTY-SECOND PRESIDENT OF THE UNITED STATES
26-1875	ROBERT FROST	AMERICAN POET, WINNER OF THE PULITZER PRIZE
29-1790	JOHN TYLER	TENTH PRESIDENT OF THE UNITED STATES

Famous Artist

DATE	NAME	INFORMATION
1-1886	OSKAR KOKOSCHKA	GERMAN EXPRESSIONIST PAINTER
6-1475	MICHELANGELO BUONNARROTI	RENAISSANCE SCULPTOR AND PAINTER
7-1893	MILTON AVERY	AMERICAN PAINTER
10-1917	DAVID HARE	AMERICAN SCULPTOR
13-1870	WILLIAM GLACKENS	AMERICAN PAINTER
14-1903	ADOLPH GOTTLIEB	AMERICAN PAINTER
19-1888	JOSEF ALBERS	AMERICAN PAINTER, BORN IN GERMANY
21-1880	HANS HOFMANN	ABSTRACT EXPRESSIONIST (PAINTER)
28-1922	GRACE HARTIGAN	AMERICAN PAINTER
30-1853	VINCENT VAN GOGH	DUTCH PAINTER

MARCH



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday